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ABSTRACT

This handbook provides assistance for tutors in Operation Success, a program to provide limited-income and first-generation college students with academic support services to enable them to persist and graduate from Wichita State University (Kansas). The program provides an interconnected series of academic support services; peer tutoring is intended to help students master course content. It complements study skill development and academic and personal counseling. The ideas of total quality management provide a framework for tutor roles and responsibilities discussed in the first and second sections. Guidelines are given for the first meeting, for presenting invitational education, and for recognizing the learning styles and needs of the student being tutored. Information is given to help tutors with time management, communication skills, and stress management for themselves and the peers they tutor. Samples of 10 forms used in the tutoring process are presented. (Contains eight figures.) (SLD)

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ED 395 046

# A Tutor Handbook

by
Deema de Silva, PhD
Elizabeth Freund
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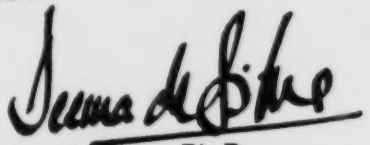
## FOREWORD

The purpose of this handbook is to provide a simple and effective aid to those persons who are Tutors. It is not possible for a single source to cover all the complex issues a Tutor has to encounter. We have tried to include the most essential resources with checklists, follow-up activities, tutoring tips, tutoring strategies and steps to plan and structure the tutorial process.

I appreciate the input of each one of the four hundred and forty Tutors (over the past fifteen years) who have been a part of the Tutorial Component of Operation Success, providing feedback to make this handbook a reality.

The first edition of the Tutor Handbook was written with Elizabeth Freund, former Tutor-Advisor, who took on the challenge of being coauthor. Her enthusiasm, and willingness to methodologically collect critical data, allowed us to take the initial risk of designing the handbook.

My gratitude goes to Clara Freund, and Sherry Langley whose writing skills, together with their immense capacity to conceptualize difficult intellectual processes, analytical skills, and for working together cooperatively has enabled this third edition to be an even more comprehensive handbook.



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# Mission Statement

Operation Success provides limited income and first generation college students with a multiplicity of academic support services enabling students to persist and graduate from Wichita State University.

The Program provides an interconnected series of academic support services: study skill development to achieve academic success, peer tutoring to master course content, intrusive academic and personal counseling to build confidence.

# The Big Picture

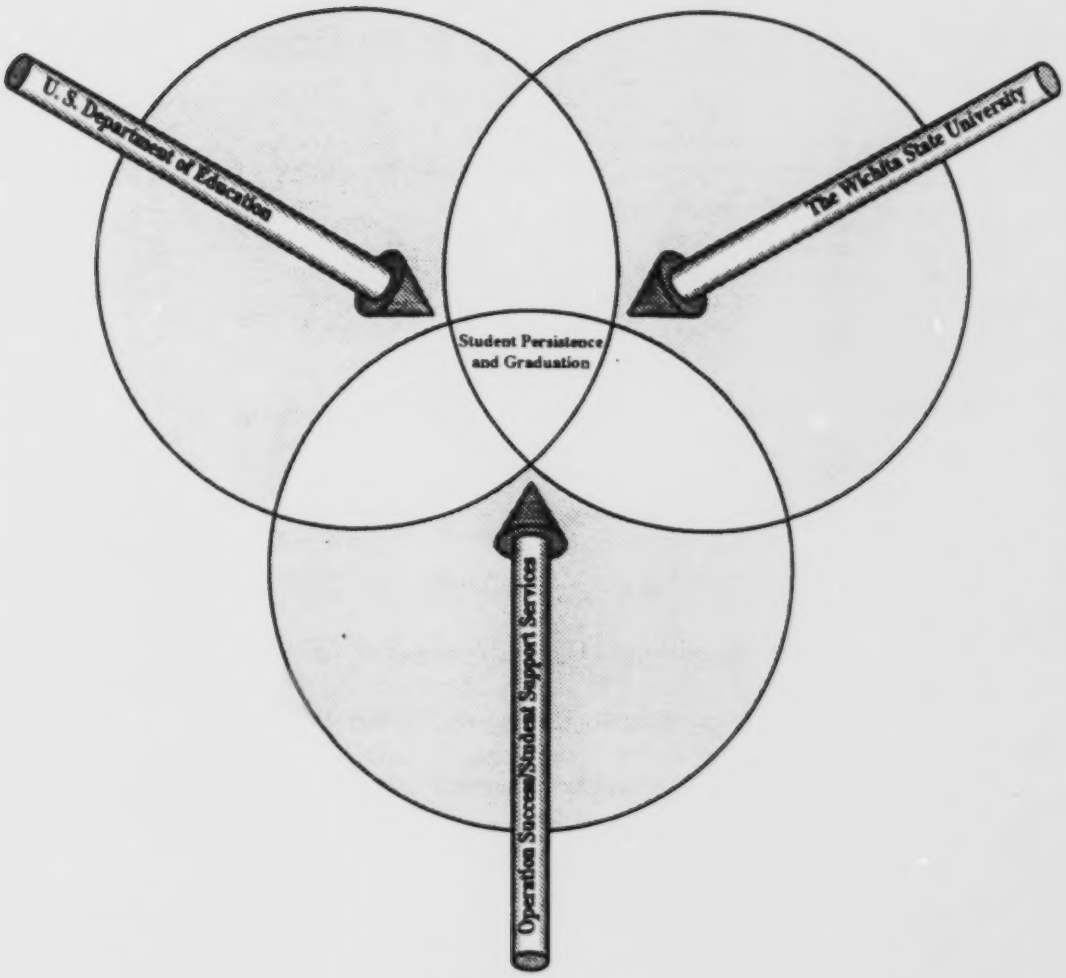
Systems Approach

Services and Activities

Total Quality Management

Common Needs of
Our Target Population

# A Systems Approach to Achieving the Objectives of the Student Support Services Program at Wichita State University


U.S. Department of Education
The Wichita State University
Student Persistence and Graduation
Operation Success/Student Support Services

Deema de Silva, Ph.D.

The United States Department of Education, Wichita State University, and the Student Support Services Program, Operation Success, work together to provide academic support services to qualified students. The common goal is to assist students to persist and graduate from Wichita State University.

# Systems Approach

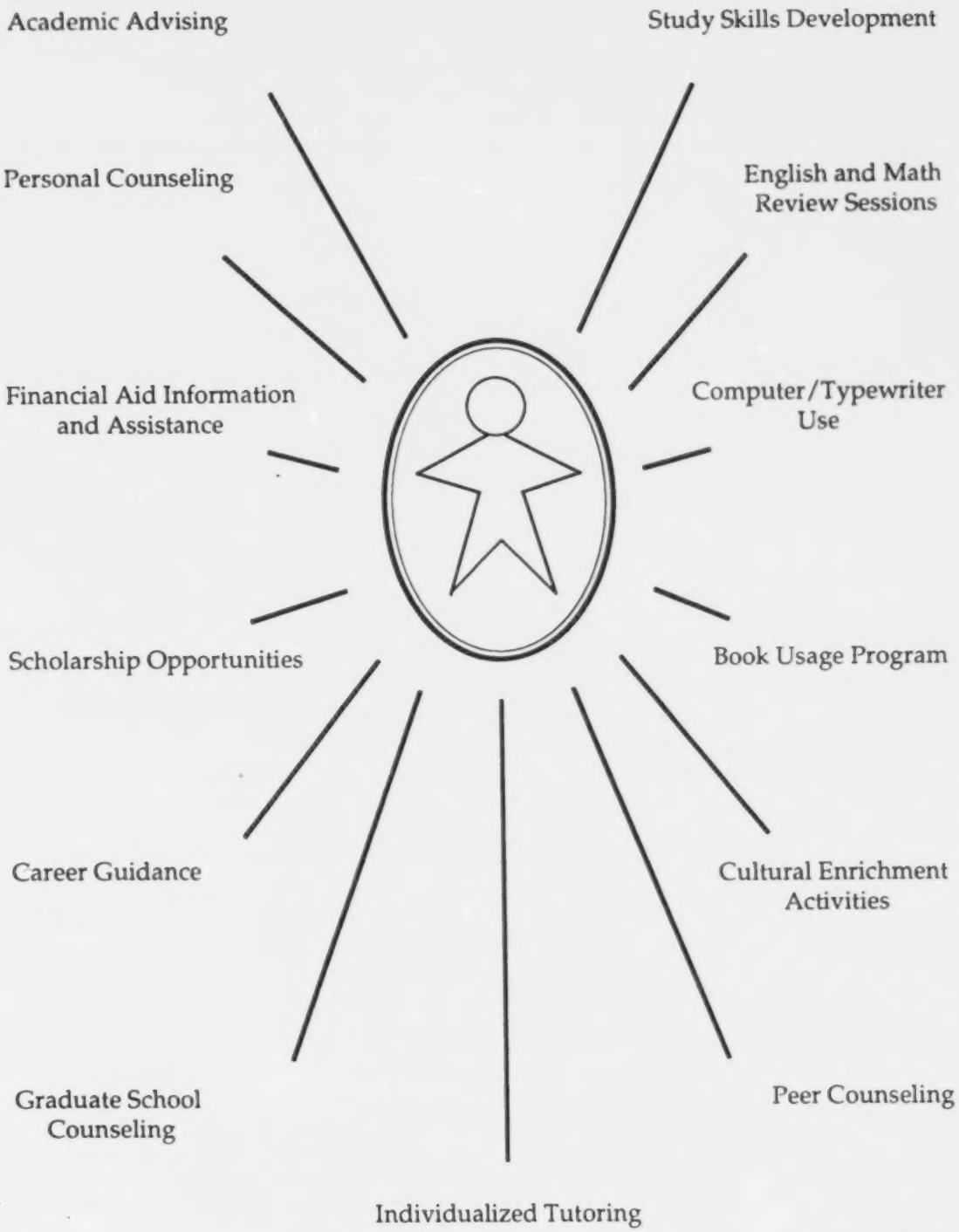
Operation Success, the Student Support Services Program at Wichita State University since 1970, provides students with a multiplicity of academic support services enabling students to persist and graduate. The Program and the University, with the support of the federal government, work together to assist first generation college students from limited income backgrounds and students with disabilities. The Program's activities revolve around three components–Tutorial, Educational and Cultural Enrichment Activities, and Research and Evaluation. Program activities are planned to reinforce objectives of the Department of Education and the University. These objectives include:

- increasing the academic performance of Program participants;
- providing individualized tutoring;
- providing academic advising and career guidance;
- adbvising students regarding financial aid;
- fostering a campus climate supportive of program students
- providing cultural and educational experiences to foster and stimulate a positive attitude and cultural respect; and
- providing accountability through evaluation.

To achieve these objectives, Operation Success offers a number of services to meet each student's needs. These services include tutoring, study skill development, academic advising, educational and cultural enrichment activities, financial aid information and assistance, personal counseling, career guidance, graduate school counseling, computer and typewriter usage, a book usage program, scholarships, and Math and English review sessions. By providing these services and meeting the needs of each student, the Program increases persistence, retention, and graduation of students at Wichita State University.

The figure on the following page shows the services and activities provided for Operation Success students. This is followed by an article written by the Director, Dr. Deema de Silva, that was published in the NCEOA Journal. The article describes Total Quality Management (TQM) practices of Operation Success that are used to achieve the above objectives and provide quality service to students.

# Services and Activities Available to Operation Success Students




Deema de Silva, Ph.D.

# Total Quality Management Practices in Business Work for Operation Success—A TRIO SSS Program

**By Deema de Silva**

***Deema de Silva*** *is Director of Operation Success, a Student Support Services project at The Wichita State University in Wichita, Kansas.*

**Abstract**

This article presents a look at the Total Quality Management (TQM) movement taking place in business and academia. Operation Success, a TRIO Student Support Services Program, continues to strengthen its TQM practices to achieve the SSS program's measurable objectives.

**Introduction**

Total Quality Management (TQM)—an umbrella term for injecting quality into management practices—has spread throughout U.S. businesses and educational institutions, including the Grants and Contracts Services Division of the U.S. Department of Education. Business schools are revamping their programs to reflect this emphasis, and U.S. companies are establishing offices called "vice-president for quality." The four year old American Baldrige quality award is similar to Japan's Deming prize, awarded during the last forty years to honor the father of the quality movement, W. Edward Deming, who helped instill into the Japanese mind the idea that quality leads to productivity and market share.

This article describes the TQM movement currently taking place in business and academia. Student Support Services Programs, which assist in the process of educating the TRIO college student, have the infrastructure and the opportunity to strengthen some of their already existing TQM practices as they prepare themselves to meet the challenges of the twenty-first century.

**The Past And Present of TQM**

Quality gurus W. Edward Deming and J.M. Juran, both Americans, were behind the quality assurance movement that began in Japan in the 1950's. They were prophets who were not taken seriously in their own country and who went to Japan to get their ideas accepted. These ideas are now chiseled into the Japanese workplace.

The Japanese applied Juran's quality principles to each operation in the factory, thus allowing quality to feed upon itself, multiply and further breed quality (Port and Carey, 1991). For example, the Japanese followed the advice of Deming and Juran to inspect a product in the design stage in order to ensure that quality be inherent in the process, thereby devising a cheaper system. Deming's method of statistical quality control (SQC) enabled engineers to significantly reduce controllable errors. Toyota's *kanban* system developed into the just-in-time (JIT) movement, in which a part is delivered to an assembly line at just the time it is needed. This reduces costs but requires a high quality supply chain. The concept of *poka-yoke*, a way to minimize human error, was introduced by Toyota Company Vice President Taiichi Ohno. If a car's headlights are designed such that it is possible to install them upside down, *poka-yoke* followers will redesign the headlight so that it can be affixed to the car with only the correct side up.

Another quality approach has been introduced by Genichi Taguchi, a famous engineering consultant (Miller, 1991). His thirty year concept of "robust design" insists that there be no deviation from the norm of high quality. Any



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deviation increases costs and warranty liability and decreases customer loyalty. When the soldiers of Desert Storm crouched in the sand to scout Iraqi troops, they were using ITT goggles. The company had struggled with the problem of leaky seals until they fixed it with the help of a design technique pioneered by Taguchi. What makes this redesigning worthwhile? It will earn profits three times as fast and will triple current growth levels.

Presently, U.S. and European companies find themselves sitting where the Japanese were a decade ago. However, they are making an effort to catch up because their survival depends upon the quality factor. IBM, DuPont, and Ford have adopted the TQM concepts

**"Those who embrace the Baldrige Award criteria are making giant strides. However, if the criteria are emphasized in blind faith that results will automatically follow, disappointment is bound to occur."**

and ALCOA has taken on a "quantum improvement" plan to rate the company's major business practices against the world's best. Bavarian Motor Works (BMW-Germany) CEO Eberhard Von Kuenheim is adopting the precepts of quality gurus Taguchi and Juran with continuous improvement through the quality concept *Lernstadt* (study city) (Templeman, 1991). At BMW, foremen learn the latest in quality techniques, dealers are regularly audited for customer satisfaction, and the best workers are rewarded with higher margins. A further display of Europe's understanding of the importance of quality is the establishment of the European Foundation for Quality Management, which encourages TQM practice by providing support for any organization implementing TQM.

The message for the "quality imperative" is reaching thousands of American companies that are judging their performance using the criteria of the Malcolm Baldrige National Quality Award. The Baldrige process requires the companies to boost employee involvement; the executives to incorporate quality values into day-to-day management; and the implementations of systems to ensure high quality products, increase customer satisfaction ratings when compared to that of competitors, gain in market share, and reduce product cycle time. Since winning the Malcolm Baldrige National Quality Award in 1988, Motorola has been devoted to quality with exacting standards on everything from basic research to routine meetings. Motorola executives have instituted quality management tools to enable them to pursue several groundbreaking projects, including a car navigation system and a global satellite-based telephone network. Many other companies are following the lead of winners Cadillac and IBM by making blueprints for action. The award categories are extremely demanding, but many are finding that the challenge itself is energizing (Carey, Neff, and Therrien, 1991).

Those who embrace the Baldrige Award criteria are making giant strides. However, if the criteria are emphasized in blind faith that results will automatically follow, disappointment is bound to occur. Phil Pifer says, "An appropriate results orientation is not one that seeks instant financial results. Rather it is one in which every employee is clear that the objective of quality programs is to improve business performance over time and one in which quality programs are designed and pursued with improved performance in mind" (Sims, 1992).

Recently, Juran spoke to an audience of mostly Japanese executives who had faithfully used his total quality methods to humble their U.S. competitors. He made a prediction that "Made in the U.S.A." will again become a symbol of world class quality (Port and Carey, 1991). Total Quality Management, once a buzzword, is now essential to the survival of a company (Semple, 1992).

### Education and the Quality Factor

Education is one of the core value systems in the American culture. Educators and economists agree that college graduates earn much more than high school graduates. The most recent task force on education exemplifies the imperative for America to educate its populace from kindergarten to college, especially in the fields of mathematics and science. More than two hundred national reports on science education have described the current curriculum as obsolete (Hurd, 1991). Hurd, a longtime educator and contributor to the *Nation At Risk* report, advocates breaking out of an intellectual straitjacket and teaching higher-order thinking and learning-to-learn skills; these include a selection of knowledge from the sciences and technology related to social concerns, personal development, and the common good. Immersed in a techno-scientific culture with its increasing global economic interdependence for human and material resources, America would benefit if it added the big "Q" in the quality factor to the overall college experience.

According to a new study by Daniel Hecker, sending more people to college has not automatically made the American economy more productive (Samuelson, 1992). One

possible explanation offered for the poor performance of the workers is that their diplomas and degrees do not represent what they once did. Another study, by economists Richard Sabot and John Wakeman-Linn of Williams College, presents evidence of pervasive grade inflation in high schools and colleges. Also, easy grades lure students into social sciences and the humanities, away from the sciences and mathematics. Samuelson surmises that we may not have a scarcity of the number of diplomas and degrees but a scarcity of skills. Therefore, we need to improve the quality factor in the degrees awarded to our graduates. In a recent issue of the British *Economist Magazine*, America receives criticism regarding the quality of its university education: "Americans have traditionally been smug about their universities . . . The U.S. boasts of the best universities in the world, but even this prowess is under threat" (August, 1992).

Faced with increasing costs and low budgets, a growing number of colleges and universities are turning to TQM. Theodore J. Marchese, Vice President of the American Association for Higher Education, says, "People are realizing that when we get to the other side of this recession, it isn't going to be business as usual. We have a significant problem with public confidence and the way we use resources. People are looking for answers, and Total Quality presents itself as a possible solution" (Mangan, 1992). Writing in *The Chronicle of Higher Education* (1992), Katherine Mangan says, "As TQM is applied to higher education, everyone from the janitor to the president is expected to play a role in making sure the customer—whether it is the student, taxpayer, or prospective employer—is satisfied. And if something goes wrong, administrators are expected to call on a team of employees, managers and perhaps students to examine the problem and come up with solutions." Mangan reports that Oregon State University, which has used TQM for the past two years, has benefitted from the suggestions of their TQM teams, speeded turn-around time for processing student's financial aid documents, and shortened the average duration of building remodeling.

In June 1992, the American Association for Higher Education started an Academic Quality Consortium to bring together institutions of higher education that are using TQM. Two bills are pending in Congress to establish national quality awards to institutions of higher education that practice TQM. The office of Grants and Contracts Services Division of the U.S. Department of Education has implemented TQM during the past year and according to their newsletter, *TQM/Advisor*, its efficiency and productivity have increased.

### TQM at Student Support Services (SSS)

Three years ago, the professional staff of Operation Success at The Wichita State University embraced the concepts of TQM. The commitment of the five staff members was always high, but the new concepts demanded more than the usual office time, effort, and energy. At the outset, the staff did not expect these practices to pay the high dividends that the program has experienced.

Operation Success serves 250 low income college students who are first in their families to attend college. The main thrust of the program is one-on-one peer tutoring with a multiplicity of additional academic support services. The program has to achieve measurable goals each year, with funding obtained every three years after the team writes a competitive grant for peer review. During the past six years, the team has utilized a systems approach to deliver services to disadvantaged students.

The professional team members began by refining the mission statement, carrying it in their wallets, and disciplining themselves for

**"'As TQM is applied to higher education, everyone from the janitor to the president is expected to play a role in making sure the customer . . . is satisfied.'"**

implementing TQM. With student performance and graduation as the primary focus of Operation Success, the program developed a well-defined system incorporating TQM principles to achieve the measurable goals and objectives. These elements direct all aspects of program services from student enrollment and needs assessment through counseling, tutoring, academic enrichment activities, evaluation, and planning. The system works to provide a framework embracing basic TQM concepts of individual accountability, statistical analysis, and most importantly, continuous improvement of services. The system embraces basic TQM concepts. Through this system, students, tutors, student assistants, professional staff, and the director fully participate to ensure quick response to the changing needs of the students.

The larger total quality management Core Value Categories implemented by Operation Success are reflected in Figure 1. They include Leadership, Continuous Improvement of Student Services, Human Resource Management and Development, Strategic Quality Planning, Longitudinal Tracking of Student Performance, Focus on Student Satisfaction through Quality Ser-



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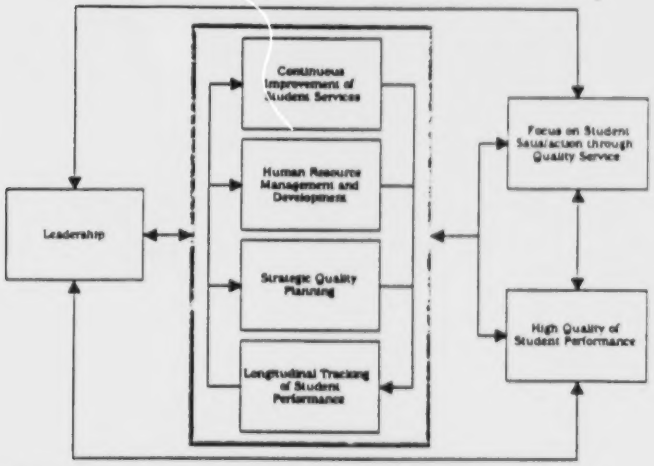
**Figure 1**

TQM Core Value Categories for Quality Management Operation Success. The Wichita State University


Continuous Improvement of Students Services
Human Resource Management and Development
Strategic Quality Planning
Longitudinal Tracking of Students Performance
Leadership
Focus on Student Satisfaction through Quality Service
High Quality of Student Performance

Adapted from Malcolm Baldridge National Quality Award 1993 Award Criteria.

vice, and High Quality of Student Performance. These practices ensure partnership development among other campus departments and an awareness of public responsibility.

The results of implementing TQM astounded both the professional and the tutorial teams of Operation Success when ninety-six students had a GPA equal to or above 3.0/4.0 during the 1992 spring semester. These are the results of individualized plans to meet student needs with focused attention on increased student performance. The program uses a process similar to that of Deming Prize winner NEC Tohoku, which uses the PDCA Cycle—plan, do, check, act (Neff, 1991). It's a combination of top-down direction-setting, followed by implementation and careful monitoring at all levels.

The system of Core Value Categories broken down into Program Practices is briefly outlined in Figure 2. These practices embody several focal concepts and values that instill quality into student services. The professional staff strives to build quality standards. Building these quality standards takes commitment to a constant search for improvement; thus, continuous improvement is a basic TQM principle practiced at Operation Success. The objective of the three-day Semester Planning Meetings at the beginning of each semester is to refine and strategize program practices while taking into consideration the analysis of student, tutor, and staff evaluations. Implementation of all innovative strategies is undertaken through full staff participation. Continuous improvement is apparent in the manner in which students receive program services as well as in the attention given particularly to the improvement of the communication process. The continuous cycle of planning, implementation, and evaluation makes it easier to reach the measurable goals and objectives for which the program is funded.

**Summary**

In "An Open Letter: TQM in the Campus" in the *Harvard Business Review* (1991), the chairmen of American Express, Ford, IBM, Motorola, Proctor & Gamble, and Xerox call for a broader participation in the campaign for change. "We believe business and academia have a shared responsibility to learn, to teach, and to practice Total Quality Management. If the United States expects to improve its global competitive performance, business and academic leaders must close ranks behind an agenda that stresses the importance and value of TQM."

The challenge for academic institutions is to change the current philosophy to adopt the basic beliefs of quality: each individual doing a job knows how it can be done better, problem solving can be done by the lowest person in the organization, a well-defined action plan and measurable objectives need to be communicated to each person in the organization, and "enable and empower" are the key words to develop and manage human resources—the basic ingredients of TQM.

Each individual institution, organization, or business has to carefully and laboriously persist in identifying the criteria and the best manner of implementation to bring the positive results of TQM practices. The "Big Q" encompasses



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## Figure 2

**Total Quality Management-Value Categories at Operation Success the Student Support Services Program, The Wichita State University**

| Core Value Category | Program Practice |
|---|---|
| 1. Focus on Student Performance and Satisfaction through Quality Service | A. **Preliminary Educational Needs Survey**<br>B. **Individualized Plan to Meet Needs**<br>C. **On-going Opportunities for Student Feedback**<br>D. **Focus on Increased Student Performance** |
| 2. Leadership | A. **Well-defined Mission, Goals and Objectives**<br>B. **Visible Professional Staff Involvement in Planning, Implementation and Evaluation** |
| 3. Management and Human Resource Development, Team Effort | A. **Initial and On-going In-service Training for Professional Staff and Tutorial Staff**<br>B. **Well-defined System for Communicating Goals, Objectives and Outcomes**<br>C. **Professional Staff Team and Tutorial Team Work in Unison to Assist Students Achieve Academic Success** |
| 4. Continuous Improvement | A. **Well-defined System of Timely Internal Documentation, Information and Analysis**<br>B. **Partnerships with Registrar, Offices of Student Financial Planning and Assistance and Under-graduate Admissions, Computing Center and community resources toward Continuously Improved Service**<br>C. **Trace Problems to Their Roots and Eliminate the Causes** |
| 5. On-going Measurement, Analysis and Evaluation | A. **Data Collection Designed for Longitudinal Tracking, Measurement of Student Performance**<br>B. **Analysis of Feedback, Evaluation of Services to Implement Innovative Strategies** |
| 6. Strategic Quality Planning | A. **Strategies Defined in Short- and Long-Term Measurable Goals and Objectives**<br>B. **Continuous Cycle of Planning, Implementation and Evaluation**<br>C. **Full Staff Participation in Planning Meetings** |

Phrases in bold lettering reflect Baldrige quality factors.
Adapted from Malcolm Baldrige National Quality Award 1992 Award Criteria.

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everything a customer expects. To deliver quality academic service, Operation Success moved power, knowledge, information, and rewards downward in the organization. The director empowers each person in the professional staff, then each staff member enables and empowers the student peer-tutors, who in turn continuously empower the students.

With the awareness that Operation Success continues to be a "learning organization," those who work in it will continue to translate the surrender of power into lasting increases in productivity. When this concept is further translated into a "results or outcome orientation," it is compatible with Operation Success's 20th anniversary theme: "Go for the Gold—Grades, GPA and Graduation!" So far the results have shown that TQM works for this small program.

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## Total Quality Management - Value Categories at Operation Success Student Support Services Program, Wichita State University

| Core Value Category | Program Practice |
|---|---|
| 1. Focus on Student Performance and Satisfaction through Quality Services | A. **Preliminary** Educational **Needs Survey**<br>B. Individualized **Plan** to Meet Needs<br>C. On-going Opportunities for Student **Feedback**<br>D. **Focus** on Increased Student **Performance** |
| 2. Leadership | A. Well-defined Mission, Goals and Objectives<br>B. Visible Professional Staff Involvement in **Planning, Implementation, and Evaluation** |
| 3. Management and Human Resource Development, Team Effort | A. Initial and On-going In-service **Training** for Professional Staff and Tutorial Staff<br>B. Well-defined **System for Communicating** Goals, Objectives and Outcomes<br>C. Professional Staff Team and Tutorial Team Work in Unison to Assist Students to Achieve Academic Success |
| 4. Continuous Improvement | A. Well-defined System of Timely Internal Documentation, **Information and Analysis**<br>B. **Partnerships** with Registrar, Offices of Student Financial Planning and Assistance and Undergraduate Admissions, Computing Center and community resources toward **Continuously Improved Service**<br>C. **Trace Problems** to their Roots and **Eliminate the Causes** |
| 5. On-going Measurement, Analysis and Evaluation | A. Data Collection Designed for **Longitudinal Tracking, Measurement** of Student **Performance**<br>B. Analysis of Feedback, Evaluation of Services to **Implement Innovative Strategies** |
| 6. Strategic Quality Planning | A. Strategies Defined in **Short- and Long-Term Measurable Goals and Objectives**<br>B. **Continuous Cycle of Planning, Implementation and Evaluation**<br>C. **Full Staff Participation** in Planning Meetings |







Phrases in bold lettering reflect Baldridge quality factors.

Adapted from Malcolm Baldridge National Quality Award 1992 Award Criteria

# Total Quality Management in Tutoring

by Sherry Langley, Tutor

TQM is an all-encompassing term for injecting quality into managment practices. While the concept originally started as a tool for businesses, the same ideas can be modified and utilized in the academic community. Operation Success uses TQM and constantly strives to deliver quality service to its participating students. The outline on the preceding page shows how Operation Success utilizes the TQM Value Categories.

Operation Success uses the top-down approach in moving power, knowledge, information, and rewards downward in the organization. The Director empowers each person in the professional staff, then each staff member enables and empowers the Tutors who, in turn, continuously empower the students. As Tutors, we have the opportunity to incorporate TQM Value Categories into our own plans of action. Each category can be adapted to a Tutor's style and technique to better serve each of the Tutor's students. The examples below are just some of the ways in which to use total quality management in your tutoring sessions.

1. **Focus on Student Performance and Satisfaction through Quality Service**
   You are in a unique position to really get to know the students you tutor. This gives you the opportunity to discover their individual needs and to tailor the sessions to fulfill these needs. Utilize all of the resources at hand to ensure that you are providing the student with the best possible service you can. When you show a student that you are performing your duties as well as you can, this in turn encourages your students to perform well.

2. **Leadership**
   Besides being a peer to your students, you can show them positive leadership qualities by setting good examples for them to follow. Help them build a plan for themselves that includes defining their goals and objectives. Help them be more responsible for their own education. Once they recognize that they are in control of their own destination, they will begin to experience the feelings of being leaders themselves.

3. **Management and Human Resource Development, Team Effort**
   The Tutor-student relationship should be viewed as a partnership. Let your students know that the sessions are a "team effort". Help them realize that they are also part of the larger team at Operation Success. Let them know that the Tutors, Counselors, and other staff members are <u>all</u> resources for THEM–we all have the same goal–to help them to succeed in their academic and personal endeavors.

4. **Continuous Improvement**
   The evaluations that students fill out on you should be viewed as a means to continuous improvement of your tutoring techniques. But do not rely solely on these evaluations. Ask your students for feedback. Come right out and say,

"What can I do for you that I'm not already doing?" Listen to your students–try to detect problems early, and then work together to implement a plan to eliminate the cause of the problem. Use self-evaluation–be honest with yourself by asking yourself such questions as, "Am I always attentive to my students?" or "Do I strive to use diverse techniques to better tutor my students?"

5. **On-going Measurement, Analysis, and Evaluation**
By using the contact sheets and the tracking forms, you can keep an "on-going" measurement of student performance. This helps you in implementing different techniques if you see that one way is not working. This measurement also helps you target the students' weak areas. The tracking helps the students see where they stand at any given point in the semester. This tangible information can work to encourage them to try a little harder or can boost their self-esteem by showing them the progress they have made.

6. **Strategic Quality Planning**
This category summarizes most of what we have already been doing in the other core value categories. However, the importance of planning cannot be stressed too much. Help students define their goals and their plans for attaining these goals. Show them how short-term goal planning can be utilized to achieve their long-range goals. Let this be an on-going process throughout the semester as you work with your students. Once students take responsibility for their future and start to realize the attainment of small goals, their confidence is raised. With more and more confidence, students are empowered and enabled to become successful, independent individuals.

*Quality in a service or product is not what you put into it. It is what the client or customer gets out of it.*

*Peter Drucker*

# Common Needs of Our Target Population

by Mario Ramos, former Director, and Sherry Langley, Tutor

1. The need for recognition: This need is a must for all adults as well as for any student. These students should be recognized and treated as mature adults. When students are not doing well, we want this to be recognized early in order to provide them with the proper help and services. In addition, when students are performing well, we want to recognize them for their achievements.

   *As a Tutor, you are in an ideal position to supply feedback to your students. You are able to recognize problems the student may be facing at the onset of the semester. This can help the student get back on track before he/she gets so far behind that the task seems monumental. Then you are available throughout the semester to provide positive feedback as the student accomplishes his/her goals.*

2. The need for support: This is a vital need; students feel more secure in knowing that they have support from their families, friends, and our staff. Although we cannot offer them support from home, we can serve as a friend, as well as staff personnel, in giving needed support. Remember, we are Support Services.

   *You may be one of the few people on campus with whom a student has regular contact. This puts you in a special position, and one that should not be taken lightly. The two hours per week that you meet with a student may not seem like very much to you, but could mean a great deal to the student. Use that time to actively show your student that you are behind him/her 100%!*

3. The need for confidence: This need is directly related to treating the student like a mature adult. When meeting, advising or counseling students, try as much as possible to show confidence in the student's ability to recognize and solve his/her own problems. Usually when there is a problem, students know the solution; however, they may just need to discuss it with someone.

   *You will hear a lot of talk at Operation Success about "empowering" your students with the skills they need for success. Let your students know that you believe in them. Help them to develop the skills that enable them to succeed on their own. Each success builds the confidence they need to believe in themselves.*

4. The need for peer acceptance: There could be nothing more drastic for an incoming student than not being accepted by his/her peers. This could happen if a student is too shy or too aggressive. If the student is too shy, try involving

him/her in the campus activities. However, if he/she is too aggressive, try discussing reasons for feeling threatened by his/her environment.

*A university can seem overwhelming and strange not only to young students, but to returning adult students as well. Each of us wants the sense of well-being and camaraderie that comes with being accepted within our peer group. In fact, feelings of alienation only add to a student's stress and can adversely affect academic performance.*

*Share your own fears and experiences with your students. Sometimes they feel better just knowing they are not alone in their situation. Remember, you may be the first person on campus with whom the student has an opportunity to develop a friendship.*

5. The need for adapting to the university community: It is often said that the university is a separate community within the larger community, and this is true. Therefore, in order for a student to have a successful career here, he/she must assimilate into this community and grow to feel that it is an integral part of him/her. This includes obeying all laws and guidelines, as well as having one's rights protected.

*As a returning adult student, I remember feeling out of place on campus the first few weeks. Someone told me that I would soon feel as if the university was my second home. That person was right, and I share this bit of wisdom with the students I tutor. However, there's also a catch. You have to become involved. Try to let your students know the importance of actively participating in their own educational process. The resources are here, but it's up to each of us to utilize them. Another good suggestion is working on campus. This is an excellent way to meet other students and university personnel. Studies have shown that college students who have on-campus jobs are more likely to graduate than students who attend classes and work outside the campus.*

6. The need to understand the university power structure: Since the university is a separate community, it has its own structure. A student having knowledge of this and of the nature of the power structure is better equipped to deal with many of the bureaucratic hassles that he/she is sure encounter. Also, he/she is better equipped to deal effectively with the metropolitan area job market.

*This is one more way to "empower" students. The more a student knows about the system within which he/she has to function, the better able he/she is to handle the "red tape" that goes along with being a college student. Knowledge of the system and how it works can alleviate stress. I have found most of the University staff and personnel to be very helpful and willing to go "that extra mile" for a student. But, the student needs*

*to know the rules of the game, and the student needs to make the first move. This goes back to active participation in one's educational process.*

7. The need for understanding the financial aid process: Since higher education is not free, some of the first problems students will encounter will be those concerning money. Therefore, it is necessary that we understand the financial aid process so that we can answer questions about a student's aid, or direct him/her to the proper people.

*Like understanding the university power structure, understanding the financial aid process is another path to empowerment. The student needs to take the initiative and actively seek out financial aid information and assistance. Resources on campus include the Program Counselors and the financial aids office. As a Tutor, you are also in a position to serve as a role model and encourage high academic achievement in your student which may lead to scholarships.*

8. The need to understand that success is possible through delayed gratification: Since most incoming students will be moving away from home for the first time, they will be facing new responsibilities in terms of budgeting time, setting priorities, and obtaining goals. All too often most fail because of overindulgence in self-gratification. One method of obtaining success is through postponing gratification and taking on responsibilities.

*Even returning adult students must face the challenges of balancing family, job, and academic responsibilities. The long range goal of graduation is sometimes difficult to grasp and does not always provide the needed motivation to keep striving. This is why short-term goal setting becomes so important. As a Tutor, you are in an ideal position to help your students set goals for themselves, and to even help them attain these goals. I tell my students that I view attending college as my job. The discipline and motivational techniques a student develops in college will carry over into his/her chosen career. While many of the rewards one receives in college are intangible, it is these intangibles that help develop character. As college students, each challenge we face helps us become more confident, more mature, more independent, more qualified to contribute to the job market.*

# Tutor Roles and Responsibilities

Tutor Job Description

Policies and Procedures

Benefits of Being a Tutor

Expect from Your Tutor . . .

# Tutor Job Description

Tutors are students attending Wichita State University with at least a 3.0 GPA. An effort is made to select Tutorss who are sensitive to peer needs, are aware of the problems facing first generation and limited-income students, and can serve as paraprofessionals and role models for academic success. Tutors are responsible for the delivery of tutorial services to Program students on a one-to-one basis. Tutors report to their supervising Program Counselor. Tutor responsibilities include:

1. Respect the Operational and Unifying Principles of Operation Success to achieve the goals of the Program.

2. Provide tutoring on a weekly basis in at least one subject to students matched and assigned by the Coordinator of the Tutorial Component.

3. Administer learning styles and basic skills tests and assist in the development of positive study habits and study skills.

4. Advise students regarding services available at the University and in the community.

5. Provide peer counseling to students as an integral and supportive part of tutoring.

6. Complete documentation on each student and submit documentation weekly to the Coordinator of Tutorial Component Services enabling the Program to meet federal requirements for documentation.

7. Attend Mid-Semester Counselor-Tutor-Student Conferences and ensure that evaluation forms are completed by students at the end of the semester.

8. Meet with the Coordinator of the Tutorial Component monthly and complete time-sheets on time.

9. Attend Tutor Training and Orientation Sessions at the beginning of each semester and participate in Tutor meetings throughout the year.

10. Ensure contribute to the Program's TQM practice of continuous improvement of the tutorial process .

## Policies and Procedures for Tutors

1. The Tutor will respond to Program philosophies and responsibilities. These are connected to Program goals and objectives which are measurable and accountable to the Department of Education, Washington, DC.

2. The Tutor may tutor/work a maximum of 20 hours a week or the maximum allowable by university policy. Additional hours require the Director's approval. The Tutor is paid according to the pay rate agreed upon at the time of hiring. Timesheets are drawn up from the Weekly Contact Sheets and are completed with the Assistant Director/Coordinator of Tutorial Services each month. The Tutor is expected to be honest when completing the Contact Sheets. Any falsification will result in immediate dismissal. The Tutor will be responsible for understanding the "Payroll Policies for Completing Tutor Timesheets" document. By not following the policy, the Tutor risks not being compensated for work completed.

3. The Tutor will attend tutorial meetings conducted by the Program Counselors and the Tutor Training and Orientation sessions held at the beginning of each semester.

4. Tutors hired by Operation Success will enroll in the course: Tutoring Strategies CESP 752 during their first semester of employment. If a Tutor is hired after the last day to add a course the Tutor will enroll in the course the next semester. This course is offerred through the Department of Counseling Education and School of Psychology at Wichita State University.

5. Each new Tutor will report to the Operation Success office no later than the first week of classes each semester to complete the Semester Work-Class Schedule and to provide a current address and phone number.

6. A student who may personally know a Tutor and would like direct help through that Tutor should be referred to the Operation Success office for enrollment. There are guidelines the Program must follow prior to enrolling in the Program. Non-Program students can not receive tutoring along with Program students.

7. The Tutor will be notified of assignments by the Coordinator of the Tutorial Component. After the coordinator places assignment form in the Tutor's mailbox, follow-up contact with the student should be made within 48 hours. It is important that if the Tutor cannot accept the assignment, the staff be notified within 48 hours so the student can be re-assigned to another Tutor.

8. The Tutor will be matched with students based on who is the best possible Tutor for each student. The Tutor shall be knowledgeable concerning the content and progress of the tutored course; the Tutor shall also be cognizant of the student's learning style, study skill needs, and aspirations for the course.

9. The Tutor will complete 2 Tutor-Student Contracts during the first meeting with the assigned student. The Tutor should explain each item of the Contract to ensure the student's commitment to weekly tutoring. The Tutor and student schedule regular day(s) and time(s) for tutoring and indicate this information on the Contract. One copy of the Contract is given to the student and one copy given to the Coordinator of the Tutorial Component.

10. All tutoring is conducted on a one-on-one basis unless otherwise approved by the Director and/or Program Counselors. Tutorial sessions for tutoring more than 1 student carry the normal pay rate and will be considered only if the students are in the same course and have the same instructor.

11. Each tutoring session is recommended to be 1 hour with a maximum of 2 hours per week. Overlapping of tutoring sessions is prohibited. Additional time requested for tutoring more than 2 hours must be approved through the following procedure. The Tutor will bring the Contact Sheet on which the extra session(s) are to be recorded to the Counselor. The Counselor will write in the number of extra hours to be tutored and initial the Contact Sheet.

12. The Tutor will inform the Coordinator of the Tutorial Component of any changes after the initial assignment is made or the Contract is signed. Changes to the contract should be documented on the Change of Tutoring Status form.

13. The Tutor will keep appointments with assigned students. If an emergency prevents the Tutor from keeping an appointment or delays the Tutor from arriving on time, the Tutor will call the student in advance or leave a message on the "Student Message Board." If the student cannot be reached by phone, the Program Counselor will be called directly. Excessive absences on the part of the Tutor will lead to appropriate action by the staff.

14. The Tutor will complete a Weekly Contact Sheet for each tutored student. The Contact Sheets are essential for documenting the progress of the student and require a student signature for each completed session. Contact Sheets for the previous week are to be turned in to the Coordinator of Tutorial Component before noon each Tuesday.

15. The Tutor will wait for the student for 15 minutes before counting a session as a missed appointment. If at the end of the 15 minute waiting period the student has not arrived, the Tutor will complete two Missed Appointment Slips in order to be compensated-one copy submitted to the Coordinator of the Tutorial

Component and one copy given to the student. The Tutor and student will attempt to contact each other by phone to identify the reason for the miss and to make arrangements to reschedule the session. If a missed appointment is made up, the Tutor will make a note of the make-up session on the Contact Sheet. If a student misses 3 sessions, tutoring will be suspended until the student expresses a willingness to commit to regular sessions. Counselors will make every effort to assign additional students to the Tutor who loses a student due to 3 missed sessions.

16. The Tutor will check his/her mailbox, read the Tutor Message Board, and sign-in (either in person or by phone) between 8 am-5 pm, weekdays (office hours.)

17. The Tutor will be paid 45 minutes per week for completing the following responsibilities: completing Weekly Contact Sheets; reporting student progress to Counselors; checking the Tutor Sign-In sheet and Tutor mailbox each day; attending Tutor meetings and making calls to students. The Coordinator of the Tutorial Component will check periodically to determine if these responsibilities are being met by the Tutor.

18. The Tutor will schedule and attend mid-semester conferences with each student being tutored. These are titled "Tutor-Student-Counsleor" conferences. Conferences are held at the midpoint of the semester with the Counselor. This policy will be closely monitored by the staff.

19. Telephone calls made to and received from parties other than Program students are prohibited. Only calls of an emergency nature will be allowed to and from Operation Success phones.

20. Evaluation of Ttuor performance is based on reliability, initiative, cooperation and seriousness of attitude. The Tutor is hired on a yearly basis contingent upon semester evaluation reviews.

21. The utor will provide a notice of at least two weeks if he/she chooses to terminate employment with Operation Success.

# Benefits of Being a Tutor

As a Tutor, you will develop skills that will help you in your own academic endeavors, as well as in career development. You will learn more about the subject matter in which you tutor, and you will improve your own study skills through helping other students.

In addition to academic improvement, you will gain practical experience in:

- Time Management
- Organizational Skills
- Working in a Multi-cultural Setting
- Inter-cultural Communication Skills
- Contract Negotiation
- Public Relations
- Conducting Meetings
- Peer Counseling
- Skills of Planning and Scheduling
- Tracking and Monitoring Student Progress
- Leadership Skills
- Working as a Team Member

As an added bonus, you will be meeting other students and University personnel. This helps to make you feel more like an integral part of the campus.

## Expect from Your Tutor . . .

by Lee Starkel, former Assistant Director

| | |
|---|---|
| Do expect your Tutor to be your friend. | Don't expect your Tutor to judge you. |
| Do expect your Tutor to assist with your understanding of the course. | Don't expect your Tutor to be a teacher. |
| Do expect your Tutor to answer your questions whenever possible. | Don't expect your Tutor to do your homework. |
| Do expect your Tutor to attend all scheduled sessions. | Don't expect to receive tutoring if you miss scheduled sessions. |
| Do expect your Tutor to help you prepare for tests, to explain concepts, to answer questions, and to encourage you to succeed. | Don't expect your Tutor to help you if you have not prepared for the session by reading your textbook, attempting your homework assignments and reviewing for tests. |
| Do expect your Tutor to help develop your study skills. | Don't expect learning new skills to happen without practice. |
| Do expect your Tutor to maintain paperwork on your progress. | Don't expect your Tutor to take you for granted. |
| Do expect your Tutor to keep you informed of Program activities. | Don't expect your Tutor to be interested in only your schoolwork. |
| Do expect your Tutor to keep your Counselor up-to-date on your progress. | Don't expect your Tutor to be Superman or Superwoman. |

# The First Meeting and Beyond

General Tutoring Guidelines

Your First Meeting with Your Student

Beyond the First Meeting

Questions Tutors Frequently Ask

What is Peer Counseling?

# General Tutoring Guidelines

by Sherry Langley, Tutor

- **Be on time** - If you are punctual, this presents a good role model for the student and encourages him/her to do the same. Being late sends the message that your time is more valuable than the student's.

- **Be honest** - This helps to establish rapport and trust between you and your students.

- **Be flexible** - This means being able to adjust tutoring techniques to fit the student. If one approach doesn't work, be willing and able to try something else.

- **Be patient** - What is obvious to you may not be as obvious to your students. Learn not to show annoyance in your speech or body language.

- **Be empathetic** - Try to put yourself in the student's place. What comes easily to you doesn't necessarily come easily to your student.

- **Listen, listen, listen** - Learn to pick up clues in your student's speech that enable you to understand how he/she is really feeling. A good listener never dominates the conversation!

- **Use encouragement** - You may be one of the few people on campus who has regular contact with the student. The student may receive little outside support for his/her academic endeavors. Give the student positive feedback on his/her abilities–each of us has talent in some area.

- **Recognize the student's emotional needs** - As a peer counselor, your students may confide in you about outside problems. You are not responsible for solving these problems, but show the student you care, and when appropriate, refer the student to someone who can help him/her.

- **Keep Counselors informed** - This is part of your job responsibility and part of the teamwork we do at Operation Success. Let the Counselors know about problems that may be affecting your Tutor-student relationship or problems that may be affecting your student's academic performance.

- **Be professional** - Except for discussing your student with his/her Counselor, information concerning your student should be kept confidential. This goes back to the trust you establish with your students.

- **Be respectful** - Each student comes with his/her own experiences and beliefs. Don't try to change a student to fit your own value system. Don't be judgmental!

- **Treat the student as an equal** - Remember that you are a student too! While your student may be weak in the subject area in which you are tutoring him/her, he/she may be proficient in an area in which you are weak. Don't patronize!

- **Be confident** - You were chosen for the qualities that enable you to be a good Tutor and role model. However, having confidence also means having the courage to admit you don't know an answer. Again, be honest with your student. Tell the student you will research the problem and find the answer–then follow through! Your student may even feel better knowing you're not perfect.

- **Be willing to share your own experiences** - By sharing information about yourself and college experiences you've encountered, the student may feel relieved that he/she is not alone. This also builds trust and support. If the student sees that you survived, he/she may feel more confident that he/she will too!

- **Be a study partner** - The Tutor-student relationship should be viewed as a partnership. You are not there to take the place of the instructor! Let your student know that you are supplemental to the class and the instructor.

- **Teach the student to learn how to learn** - You should never do the student's work for him/her. Instead, help the student develop skills that will empower him/her to learn how to learn. As a Tutor, your ultimate goal is to help the student become independent.

# Your First Meeting with Your Student

adapted from The First Tutorial Session and Beyond, David Frerichs, 1989

The first meeting is a challenge for the new as well as the experienced Tutor. You must accomplish many tasks while at the same time getting acquainted with the student. Primary in the meeting is the completion of the contract between the student and you. Meanwhile, you must, in a non-threatening manner, discuss with the student his/her background, evaluating the points where work may be emphasized. Not only must you complete and explain the paperwork and get a handle on the special circumstances, you as a Tutor must leave openings for the fostering of trust.

There are five tasks to accomplish during the initial tutoring session:

1. Build the relationship
2. Assess student's time management skills
3. Set goals
4. Provide information on Study Skills Workshops
5. Sign Student-Tutor Contract

**Build the Relationship**

Tantamount is the development of a good relationship. Upon seeing a person, talking to a person, or hearing about a person, we form judgments. The preconceptions or prejudices constitute the basis for the relationship. The first meeting is an opportunity to determine where this student differs from your preconceptions. By the same token, your student will have preconceptions of who you are. Some of these notions will be appropriate while others will hinder your effectiveness. You will need to be aware of the potential for preconceptions, know yourself and not be judgmental. Perhaps remaining non-judgmental is your greatest task. In doing so, you increase your effectiveness by leaving yourself open to your student's message. Ultimately, by really hearing the student's message you will foster the trust necessary for a good Tutor-student relationship.

***From a Tutor:***

*While many students are out-going and make friends easily, others may be shy and nervous about meeting you, or about even having a Tutor. Try to make all of your students feel at ease from the start. Ask your student about his/her outside activities, college major or other courses he/she is taking. Tell your student a little about yourself. Don't jump right into the paperwork! The initial "small" talk actually serves to give you clues about your student, and of course, helps you to get better acquainted.*

**Assess Student's Time Management Skills**

You can easily fit this topic into your "get-acquainted" talk. In discussing school and classes, find out if your student uses a time management tool. If he/she does, now is a good time to begin positive feedback. Let the student know that he/she is off to a good start. If the student does not use a scheduling tool, show him/her a weekly planner and explain how it works. You may even show him/her your own planner and

explain how important and beneficial it is to you. Make sure you know your student's schedule and record it for later reference.

**Set Goals**

Goal setting is an on-going process, but it can begin during the initial session. Determine what the student hopes to gain from the course and what grades he/she might expect. However, grades are not the only goals to strive for and setting unrealistic expectations can be self-defeating. Show your student the mini and maxi goal certificates he/she may earn from Operation Success. Explain that in addition to grades, goals can include endeavors such as perfect attendance at tutoring sessions, making and keeping a schedule planner, turning in all homework assignments on time, improved preparedness for tutoring, or improved punctuality to tutoring sessions.

Once the student decides on a goal, write it down! This makes the goal more tangible. The student can start off with a mini goal and progress to a maxi goal. In this way, the student does not feel overwhelmed from the start and yet, he/she has a clear destination in mind. With each success, the student's confidence will grow.

As part of your Tutor responsibilities, you are encouraged to track student's grades on the "Tracking" form. It can be used as a tool for setting goals and should be viewed as an integral part of the tutoring process. As model students, most of you understand the importance of keeping track of your grades during the semester. This is not always true for all students.

***From a Tutor:***

*I discovered the importance of the tracking form when I tutored a returning adult student who told me this story about herself. She had previously tried college right out of high school. She admitted that she had been immature and that college was overwhelming for her. She never kept track of her grades in any of her courses. She knew she wasn't doing extremely well, but she fooled herself into believing she was making C's. The reality was that she was making D's and F's. She "flunked out" that first semester, but the story has a happy ending. As a returning adult student, she has learned from those past mistakes. She was enthusiastic about the tracking form when I showed it to her. She felt much more in control by knowing exactly what her grades were during the entire semester. We utilized the tracking form to set goals, and the student was better able to see her progress since the information was tangible.*

**Provide Information on Study Skills Workshops**

Your students are required to attend workshops as part of their contractual agreement with Operation Success. Inform them about the workshops offered by the Reading and Study Skills Center.

- Listening and Note taking
- Memory
- Textbook Comprehension
- Preparing for Exams

Inform students of video workshops available for viewing in the Reading and Study Skills Center

which include the workshops listed above as well as these others.

- Tips for Math Success
- Math! A Four Letter Word
- Elementary Algebra Series
- College Algebra Series

**Sign Student-Tutor Contract**

Finally you need to "walk" through the contract with the student so that the two of you understand the terms of the contract. It is important to go through each section of the contract with the student because some sections of the contract may change from time to time. You will also want to note that if the student feels that you have breached the contract in any way, he/she should discuss the matter with you and then his/her Counselor. Show the weekly contact sheets to the student so he/she understands your responsibilities as well as the "picture" presented to the Counselors through the contact reports. You will also want to discuss the reasons for needing such documentation.

Firmness in the first meeting about punctuality and the need for on-going tutoring are primary points which require clarification. Students, particularly new students, may perceive that if there is no impending assignment, no session is necessary. Such an attitude will defeat the purpose of the tutoring program.

Filling out and explaining the paperwork fulfills the primary requirements for the first meeting, but remember that however important the paperwork, this first meeting is your first opportunity to begin fostering the trust necessary to an effective Tutor-student relationship. It is the relationship which is most important, therefore you must go into the session in a non-judgmental manner respecting the student for his/her wishes.

***From a Tutor:***

*I learned through trial and error to use the contract for rapport building. My advice is not to rush through the contract with your student. Instead, utilize it as a tool to let the student know more about you and your expectations. This helps to foster trust by opening avenues for honesty. As you go over each point with your student, you may bring relevant issues into the discussion. For example, part of the contract deals with Tutor responsibilities. I use this opportunity to explain to the student that I am not a replacement for the instructor. Instead, he/she should consider me as a study partner who will help in every way I can. Then I am ready to lead naturally into the next section which deals with student responsibilities. Once again, I stress the importance of a partnership.*

*Each section offers other such opportunities for letting the student know more about you and the Program. You will discover your own approach and tailor the discussion accordingly.*

*By using the contract in this manner, the session is less "cut and dried". Most importantly, you help establish a basis for an honest, open relationship from the very beginning.*

# Beyond the First Meeting

adapted from The First Tutorial Session and Beyond, David Frerichs, 1989

While the first meeting is a setting for Tutors to foster trust, assess skills, set goals, and orient students to the Program requirements, the sessions which follow offer a variety of challenges. These include maintaining and building on the the trust developed in the first session while assisting the student in the academic coursework.

Tutoring involves tailoring the session to the specific needs of each student. This requires a holistic approach whereby academic and other concerns are taken into account. For example, the student may have many issues which are bothering him/her, which you will find make your tutoring sessions less productive. These may include personal, financial or health issues. Sometimes Tutors find that their students are in conflicts with instructors or the administration: These situations can affect the tutoring sessions. Tutors need to listen to these concerns if students feel compelled to share them. Tutors also need to feel free to discuss these issues with the Program Counselors–both so that the Counselors may be aware and so that the Tutors may get feedback on handling the situation. While it is inappropriate to attempt being a counselor, peer counseling is a part of being a Tutor at Operation Success.

**Continuing Trust**

Primary to maintaining the rapport begun in the first session is taking time to inquire about the student at the beginning of each session. The function of taking time to "get a feel" for students' moods is to continue the trust fostered during the first session. In maintaining an open relationship, Tutors communicate caring, as well as a willingness to share. Sharing indicates several things: (1) that the student is not the first to experience these kinds of difficulties; (2) that such issues are not necessarily fatal for a college career; and (3) that though the issues are not pleasant, the student is not alone and has resources.

**Task Orientation**

While it is important to deal with the whole student, it is imperative to remember the main emphasis of tutoring is on the student's academic progress and success. Too much emphasis on personal issues may become a means for avoiding coursework. If the student is having problems concentrating on the coursework, the Tutor will want to refer the student to the Program Counselor for consultations or for further appropriate referral. Tutors are justified in saying, "I see that these issues are giving you a great deal of difficulty and are very important to you, but we need to continue with our work in Algebra so that it does not become a major crisis. Perhaps you would like to take some time to talk to your Program Counselor."

**Finding the Balance**

As suggested earlier, Tutors work within a holistic model. Tutors try to serve all aspects of the student's life, yet must maintain a balance between working through personal issues and working on the task at hand.

Throughout the semester, Tutors must strive to leave the relationship open enough and honest enough for the student to share any issues which may concern him/her. By fostering that kind of relationship, Tutors afford opportunities to deal with issues which may interfere with success in the course. Within this framework, that balance must include task orientation as well as orientation toward the individual.

*T* rust

*U* nderstanding

*T* eamwork

*O* penness

*R* esponsibility

*I* nformation

*N* urturing

*G* uidance

# Questions Tutors Frequently Ask

by Sherry Langley, Tutor

**1. What if a student wants to leave early during a session?**

Sometimes a student may have an important appointment that requires him/her to cut one of your tutoring sessions short. However, if the student chronically wants to leave early then you should view this as a problem. Usually, an hour goes very quickly when you and the student are busy with the task at hand. Encourage the student to utilize the full hour–remind the student that this hour is reserved especially for him/her, and you want him/her to receive the maximum benefit.

Also, find out if the scheduled tutoring session is in conflict with the student's schedule. While we try to agree on an optimum time during the initial session, unforeseen schedule changes can arise during the semester. A simple adjustment of 15 or 20 minutes may solve the problem.

On some occasions, a student begins the semester needing the full two hours worth of tutoring, and then later in the semester feels more confident about his/her abilities to do well with only an hour. This is where good communication between you and the student is essential. If the student indicates a desire to drop one of the hours, you need to meet with the student's Program Counselor to make this adjustment.

**2. What if a student says he/she doesn't have anything to do during a session and wants to leave?**

One way to alleviate this problem is to have "back-up" tasks available. There is ALWAYS something that can be accomplished during a tutoring session.

Suggest a review session. This way you actually quiz the student on his/her knowledge of previously covered material. At the same time, the student discovers what he/she actually knows and which material needs more attention. This helps the student discover the importance of constant reviewing (versus cramming) and he/she begins to recognize the importance of utilizing the tutoring sessions.

You may also preview material so that the student goes into class "ahead" of the game. This encourages the student to fully engage himself/herself in the course and helps to develop good study habits.

**3. How should I handle a student who only wants to talk about his/her personal problems?**

This is where honesty and good communication in the Tutor-student relationship really comes into play. Occasionally, a session will consist of more peer counseling than academic assistance. After all, a student's mental and emotional state of mind affects his/her academic performance. However, if the student repeatedly wants to talk about personal problems, you must take this as an indication that the student needs help.

Let the student know that you care and are concerned–an appropriate statement might be, "I can see that this is a problem that's really bothering you, and I'm concerned that it's affecting your coursework. I'm not really equipped to solve this problem for you, but I would be glad to go with you to see your Program Counselor."

In this way, you acknowledge the student's problem, let him/her know that you want to help, and that you are supportive enough to see this through with him/her. At the same time, you are being honest enough to say you cannot solve his/her problem.

**4. What if a student consistently misses scheduled appointments, but expects to make them up another time?**

This is a situation that may never arise if the proper ground rules are set from the beginning. The initial contract deals with student misses, so at this point the Tutor needs to make sure the student knows how missed appointments will be handled. Show the student your schedule–this includes classes, other tutoring sessions, study time, etc. Let the student know that like him/her, you are a busy student with limited time. The student needs to know that while make-up sessions can occasionally be arranged, it is best if the student attends all scheduled sessions.

**5. What if a student is ill and misses more appointments than we can possibly make-up?**

Once it becomes apparent that a student is ill and likely to miss a few sessions, you need to talk with the student's Program Counselor. Arrangements can be made to suspend tutoring for a specific time period in which the student is not penalized for the missed time. The same measures can be applied if the student has to be out-of-town and knows he/she is going to miss sessions.

**6. How do I talk to a student for whom English is not the native language?**

The rapport and trust you build in the Tutor-student relationship is very important in dealing with non-native speaking students. Many of these students lack confidence in their intellectual abilities because they feel inadequate in communicating effectively in English.

One of your functions as a Tutor is that of confidence builder. Your interactions with these students, along with your enthusiasm about their progress, can prove to be invaluable to their success in college. Here are some tips for working with these students.

- Set realistic goals. Students can be easily frustrated at their slow rate of progress. Encourage the student and offer positive feedback when possible.

- Listen closely to the student. You may pick up repetitive mistakes that can carry over into reading and writing assignments.

- Talk! Conversation in this informal setting helps to make the student feel more comfortable in practicing his/her English. In addition, the student is able to hear English spoken in a setting apart from classroom lecture.

- Read aloud! In helping students with written assignments, read the paper aloud. This helps the student recognize his/her own mistakes, and the student becomes used to hearing the correct usage of English.

- Share your own culture with the student and show an interest in the student's culture. You both learn something new and you build rapport in the relationship.

## What is Peer Counseling?
## A Tutor's Perspective

Tutoring requires more than just proficiency in academic skills. As a Tutor, you will be developing a one-to-one relationship with each of your students. You may find that many of your students begin to trust you enough to confide their most personal fears and problems.

Operation Success recognizes that you are not a professional counselor, nor should you try to be. However, since you are a peer to the students you tutor, you may have insights into some of the problems they are facing. The key to peer counseling is being a friend to your students.

As a friend, you can help students clarify their problems and guide them to possible solutions. But do not solve their problems for them! Instead, listen and empathize. Maybe the student just needs to talk and does not have anyone else who will listen to him/her. Sometimes just talking out a problem helps the student discover a solution.

Let the students know you care, but if the problems are such that you know talking is not going to help, suggest that you and the student meet with a Program Counselor. This lets the student know that you are supportive and at the same time, you are being honest enough to say that you do not have all the answers. No matter what type of problems you confront, you have to be honest with your student as well as with yourself. Know your own limitations, and let the student know when a particular problem is out of your league.

Remember that the Program Counselors are here for you. In fact, keeping the Counselors informed about the students is part of your job responsibility. Utilize their experience! Ultimately, each of us must take responsibility for ourselves and the decisions we make in life. As a peer counselor, the most valuable gift you can give to your students is <u>support</u> while they learn to take care of themselves.

# Invitational Education

Invitationality–Being Inviting

The Art of Being Actively Inviting

Low Self-Esteem:
How Can We Conquer It?

# Invitationality–Being Inviting

A Baker's Dozen of Selected Concepts, Themes, Ideas, Processes, Foci and Considerations

1. The student or other person, is viewed as valuable (significant–important) in an invitational relationship.

2. The student, or other person, is perceived as capable (able–talented) in an invitational relationship.

3. The student, or other person, is recognized as responsible (dependable–trustworthy) in an invitational relationship.

4. The student, or other person, has the inalienable right to his or her uniqueness; in fact, this is celebrated.

5. The student, or other person, deserves to always be treated with dignity. Human dignity is a given in our society and must never be "traded away" for another advantage.

6. The environment, within which students and other operate, ought to complement the quality of psychological and physical warmth.

7. The environment, within which students and others operate, ought to value a cooperative spirit–a "working togetherness".

8. The environment, within which students and others operate, ought to exude a message of firm, but gentle, expectations–always positive in tone.

9. A teacher's (and another person's, in a personal relationship) expectations will express a conviction about children's (and other's) enormous potential for change/growth/development.

10. The teacher (or other person) will behave genuinely, with sincerity of purpose and action, convinced about the basic worth of children (or others).

11. The teacher will admit that the relationship between sound affective growth and development and success with cognitive maturity is positive.

12. The teacher (or other person) will realize that to be invitational requires an often tenacious, stubbornly persistent, manner of interacting–with "rewards" surfacing later than one would wish, sometimes months or years later.

13. The teacher (or other person) will interact with students (and others) with a deep sense of trust in their motivations for what is beneficial for others.

Excerpted from: Wilson, J. H. (1987). The invitational elementary classroom. Springfield: Chas. C. Thomas Co.

# The Art of Being Actively Inviting

One aspect of tutoring that should be stressed is the concept of invitationality. This means being intentionally "inviting" with your students. To invite is defined as "requesting the participation of". In this case, the invitation is a two-way street. Tutors need to create an atmosphere that encourages the student to participate. Once the invitation is sent, the Tutor must follow through by being fully attentive to the student's needs, by actively showing concern for the student's welfare, and by maintaining a positive attitude. The environment within which students and Tutors operate should reflect a collaborative spirit–a partnership.

In an invitational relationship, the student is always:

- Viewed as valuable
- Perceived as capable
- Recognized as responsible
- Celebrated for his/her uniqueness
- Treated with dignity

**Invitational Tutoring**

The main criteria for invitational learning is that a student always be viewed as capable, responsible, valuable, unique or special, and worthy of unconditional acceptance. As Tutors, these five concepts can be incorporated into our tutoring sessions, but we must make a conscious effort to do so, and we must practice.

A team of Tutors shared some examples of how they used invitational learning methods to tutor their students and have compiled a self-test for Tutors to use in evaluating themselves. The list was adapted from a workshop presented by Dr. John Wilson during the Tutor Orientation in Fall 1993.

**Examples from Tutors**

1. *A student should be viewed as valuable.*
   - A student confided to a Tutor that she had failed in her first attempt to attend college and was now insecure about her abilities. The Tutor pointed out that the student hadn't really failed because she still had the courage to come back and try again and that perhaps the student hadn't been ready for college the first time, but was now. The student said she had never looked at her return to college in those terms before.

2. *A student should be viewed as capable.*
   - Adapt to the student's learning style. Because a student was an individual learner, the Tutor let the student write and think for himself. The Tutor only observed and gave directions as needed.
   - Present any difficulty as a challenge to be met, not a mountain to be crawled up. For example, if a student does not have as much study time as he/she would like, suggest that instead of despairing, the student should find ways to make the best use of the time available.

3. *A student should be viewed as responsible.*
   - Let the student set the pace for the tutoring sessions. Let the student know you are there to guide, not dictate.
   - Help the student discover goals within his/her grasp and encourage him/her to go for them. Have high expectations for your students, but be realistic.

4. *A student should be viewed as unique or special.*
   - Be interested in a student's outside activities. For example, ask the student about his/her job or hobbies.
   - Acknowledge a student's expertise in another subject. Just because the student is weak in the tutored area doesn't mean he/she isn't talented in another area.

5. *A student should be viewed as worthy of unconditional acceptance.*
   - Always remember that as a Tutor you are still a student as well. Put yourself in the student's place and let him/her know that you share some of the same concerns and fears.
   - Praise the positive and de-emphasize the negative. Use affirmative words in place of "No, you are doing it wrong."

Each time you meet with a student, you are sending messages to that student about how you see him/her. No interaction is neutral. To be intentionally inviting to students requires a conscious effort on the part of the Tutor. Below are some questions you might ask yourself to evaluate the kinds of messages you are sending.

1. Do you treat your students courteously?
2. Do you make an effort to recognize your student's special events and achievements?
3. Do you follow through on commitments and promises you make to your students?
4. Are you prompt in your meetings with your students?
5. Do you really listen carefully when your students talk to you?
6. Do you ask for suggestions about how you might serve your students better?
7. Do your students feel comfortable asking you questions or discussing problems with you?
8. Do you show care and concern for your student's welfare?
9. Is your caring unconditional and nonjudgmental?
10. Do you encourage your students to share their hopes and goals with you?
11. Do you behave genuinely, with sincerity of purpose and action?
12. Do you establish an environment in which the student feels there is a collaborative effort at work?

# Low Self-Esteem: How Can We Conquer It?

by Georgiannia Armbrust, Tutor

Operation Success has committed itself to helping students succeed at Wichita State University. In the past it has concentrated mainly on the end result: grades. Recently, however, it has shifted its focus to the process. I feel that this is an important step in the right direction. The Bible says, "First clean the inside of the cup and dish, and then the outside will also be clean" (Matthew 23:26; NIV). Likewise, by concentrating on solving the problem, the grades will come.

**The Problem**

Many of our students suffer from low self-esteem. Sadly, they did not acquire their low opinion of self on their own. They have been told by significant others in their lives (parents, siblings, peers, spouses) that they are stupid, unworthy, inadequate, irresponsible and out of place so many times that they have begun to believe it themselves.

This belief has become a mask they hide behind for security. These individuals may recognize these lies for what they are intellectually. Psychologically, however, the lies are the only haven they know. They try to justify their shortcomings by giving the excuse that they do not see how they will use what they are learning in day-to-day life. They know they need to improve their study habits and time management skills; but because they do not feel good enough, they do not have the will power to do so.

Dr. John H. Wilson, Professor of Education at WSU, says the following:

> *Many students (perhaps most) lack enough faith in themselves to express the confidence that is necessary to fully realize their true value, the capabilities and the level of responsibility they could demonstrate if they were "suitably invited or challenged" to do so.*

**The Challenge**

If we as Tutors want our students to succeed we must overturn a lifetime's programming. We **must** make our students feel that they are intelligent, worthy, adequate and responsible. We **must** make them feel as if they belong in college if they want to further their lives. We **must**, above all else, replace the lies with truths.

Dr. Wilson also states the following in regards to the student who is hiding behind the mask of low self-esteem:

> *This student is reluctant to leave the "security" of a well learned view of self, even when the newer interpretation is so much more pleasant and appealing.*

Therefore, our task is not an easy one. We must create an atmosphere in which our students feel comfortable taking their masks off and allow them the freedom of being themselves–guilt free. But how do we obtain their trust to that degree?

**The Solution**

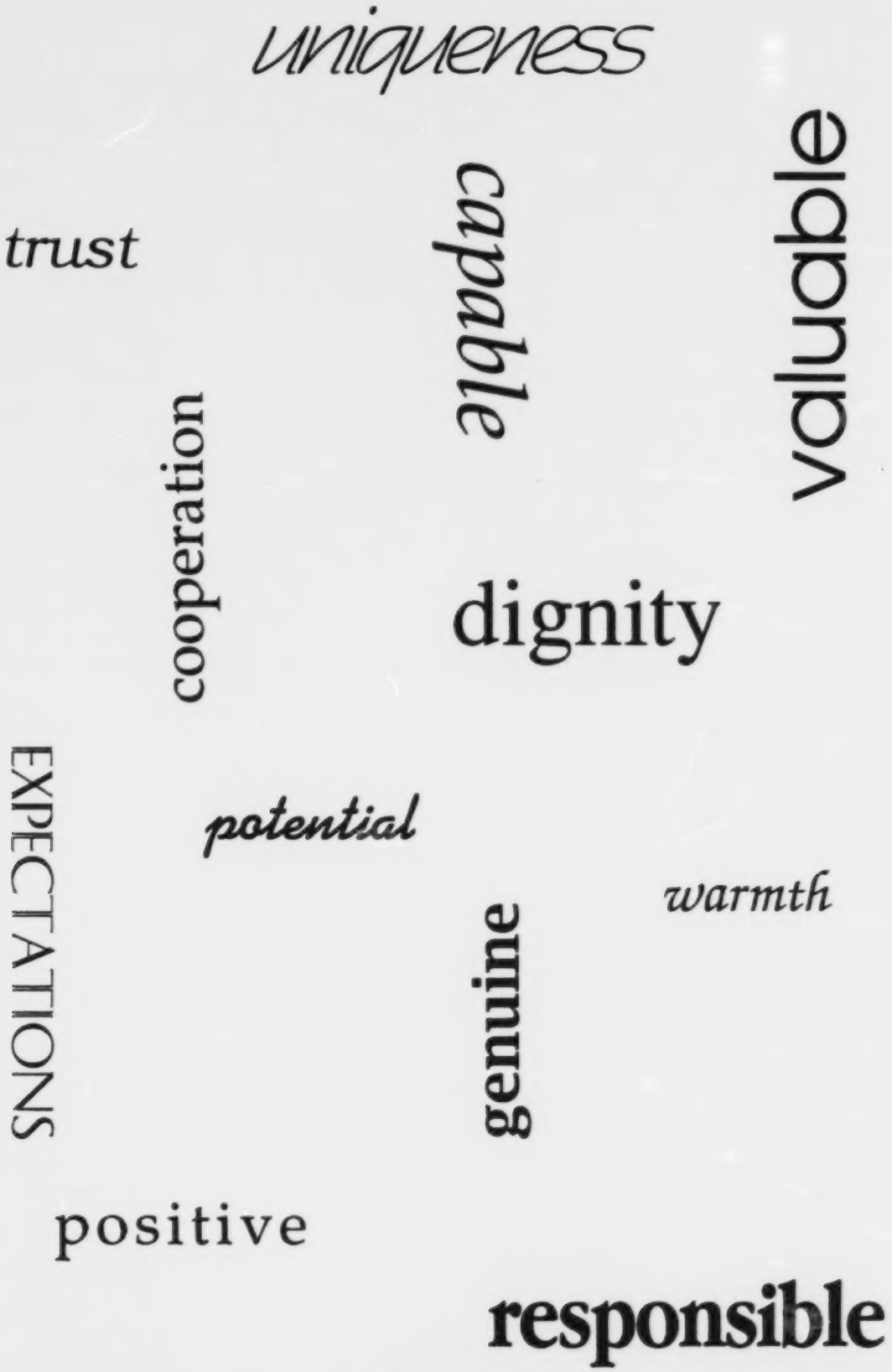
Two words come to mind: invitational education. Humans by our very nature see only the negative in a situation and overlook the positive. If we de-emphasize what our students are doing wrong and concentrate on what they are doing right, they will feel better about themselves and more comfortable around us. Encourage them when they are struggling; praise them when they overcome a hurdle; celebrate with them when they reach the crest of a mountain. Make use of the Mini and Maxi Goal Certificates if they can help. By our very titles we are more that just Tutors: we are advisors as well. An advisor can take on many roles. Peer counselor, confidante, and source of encouragement are just a few.

Do not expect to develop a trusting friendship with your students overnight. More than likely they have dropped their masks before and, consequently, have been badly hurt. Therefore, a process of building trust must be undergone. Trust starts as a small seed that must be planted in the very first tutoring session. With each successive session you must water the seed and WAIT for it to grow. If you constantly try to dig the seed up to see if it is growing, it will die. Patience and empathy are a necessity.

Eventually the seed of trust you planted will blossom and you will see your students' confidence level increase. Some problems will solve themselves. Others will take some work. Again, with a lot of patience and perhaps a little guidance from the Program Counselors, you will see your students improve and start to believe in themselves. When that happens–look out grades!

*There is no more noble occupation in the world than to assist another human being–to help someone succeed.*

*Alan Loy McGinnis*


uniqueness
trust
capable
valuable
cooperation
dignity
EXPECTATIONS
potential
warmth
genuine
positive
responsible

# Learning Styles

Learning Styles

Diagnosing Learning Styles

Learning Styles Instrument

Through Which Senses
Do You Learn Best

# Learning Styles

Operation Success expects Tutors to utilize information on learning styles to assist their students. The instruments in this section can be useful in identifying students' styles of learning and studying. The information obtained from these instruments can be used by the Tutor to find the best method for "getting through" to the student. In addition, the students benefit by discovering more about themselves. Many students are not aware that there is a learning style or time to study that is most optimum for them. Once they discover what works best for them, they are often surprised to find that studying and retention are much easier. Rather than going through a frustrating trial-and-error period, the students can know how to start studying from the beginning of the semester. The tutoring sessions can be utilized to maximum efficiency, and the students' chances for success in the coursework are greatly enhanced.

**Diagnosing Learning Styles**

The figure on page 49 illustrates some of the many elements that make up a student's learning style. These elements are grouped into five categories: environmental, emotional, sociolgical, physical, and psychological.

Environmental stimuli include elements outside the student such as sound and light that affect the student. Emotional stimuli include internal elements such as the student's levels of motivation, persistence, and responsibility. Sociological stimuli relate to how the student functions in terms of working with others. Physical stimuli include the senses and the orientation toward time. Psychological stimuli include such elements as analytic vs. global preference and right brain vs. left brain preference.

Dunn and Dunn have developed instruments to identify the learning styles of students and their preferences in each area.

**Learning Styles Instrument**

The Learning Styles Instrument on pages 50-54 was developed by the Wichita Public School Staff Development Teacher Services and provides information on cognitive learning styles, social learning styles, and expression styles.

Cognitive learning styles refer to whether a student learns best through auditory, visual, or a combination of (auditory, visual, and kinesthetic) stimuli. Social learning styles refer to whether a student learns best individually or in a group. Expression styles refer to how students best express what they know: through oral or written means.

Along with the instrument, on pages 55-57 is additional information on indicators and techniques for different preferences.

**Through Which Senses Do You Learn Best**

This instrument on page 58, along with the list of visual, auditory and kinesthetic words on page 59, can also help indicate a student's style of learning. Both of these provide indicators of visual, auditory, and tactile/kinesthetic learners.

All of these instruments can be fun to take and are a good tool to use during those sessions when the student says he/she has no work.

***Tips From A Tutor***

*Besides the evaluations in this section, Operation Success provides other resources for you to use to help your students. There are study skill booklets, practice exams and quizzes for courses, study guides for courses, and experienced Tutors. Get to know these other Tutors– they are one of the best resources for answering questions you may have. Also, get to know your way around the office. You are part of a dedicated team and as such, you will always find someone available to assist you with questions or problems.*

A study conducted by the U.S. Department of Health, Education, and Welfare reported the following:

Learners retain:

**10%** of what they read;

**20%** of what they hear;

**30%** of what they see;

**50%** of what they see and hear;

**70%** of what they say;

**90%** of what they say and do.

# LEARNING STYLES MODEL

DESIGNED BY
DR.RITA DUNN
DR.KENNETH DUNN

BEST COPY AVAILABLE

# Learning Styles Instrument

**Instructions**

Read each statement on the following pages carefully. On the answer sheet below, there are four possible responses ranging from "MOST LIKE ME" to "LEAST LIKE ME". Decide which response best describes the way you feel about each statement and mark out that number in the parenthesis on the answer sheet below.

**Sample Statement**

*I would rather do schoolwork in the morning than in the afternoon.*

Respond to the sample statement here by marking out the one response that best describes your feelings.

| MOST LIKE ME | | LEAST LIKE ME | |
|---|---|---|---|
| (4) | (3) | (2) | (1) |

If you are the sort of person that rises early and enjoys working before noon you would probably respond by marking out the (4). If you start slowly and usually begin to work better later in the day you probably would respond by marking out the (1). If you are somewhere in between, then your response should be a (3) or a (2) depending on where you think you fit. You cannot make a mistake because there is no right or wrong answer; only the way you feel about the statement.

Be sure you respond only once to each statement but be sure you respond to every statement.

| | Most Like Me | | Least Like Me | | | Most Like Me | | Least Like Me | | | Most Like Me | | Least Like Me | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | (4) | (3) | (2) | (1) | 16. | (4) | (3) | (2) | (1) | 31. | (4) | (3) | (2) | (1) |
| 2. | (4) | (3) | (2) | (1) | 17. | (4) | (3) | (2) | (1) | 32. | (4) | (3) | (2) | (1) |
| 3. | (4) | (3) | (2) | (1) | 18. | (4) | (3) | (2) | (1) | 33. | (4) | (3) | (2) | (1) |
| 4. | (4) | (3) | (2) | (1) | 19. | (4) | (3) | (2) | (1) | 34. | (4) | (3) | (2) | (1) |
| 5. | (4) | (3) | (2) | (1) | 20. | (4) | (3) | (2) | (1) | 35. | (4) | (3) | (2) | (1) |
| 6. | (4) | (3) | (2) | (1) | 21. | (4) | (3) | (2) | (1) | 36. | (4) | (3) | (2) | (1) |
| 7. | (4) | (3) | (2) | (1) | 22. | (4) | (3) | (2) | (1) | 37. | (4) | (3) | (2) | (1) |
| 8. | (4) | (3) | (2) | (1) | 23. | (4) | (3) | (2) | (1) | 38. | (4) | (3) | (2) | (1) |
| 9. | (4) | (3) | (2) | (1) | 24. | (4) | (3) | (2) | (1) | 39. | (4) | (3) | (2) | (1) |
| 10. | (4) | (3) | (2) | (1) | 25. | (4) | (3) | (2) | (1) | 40. | (4) | (3) | (2) | (1) |
| 11. | (4) | (3) | (2) | (1) | 26. | (4) | (3) | (2) | (1) | 41. | (4) | (3) | (2) | (1) |
| 12. | (4) | (3) | (2) | (1) | 27. | (4) | (3) | (2) | (1) | 42. | (4) | (3) | (2) | (1) |
| 13. | (4) | (3) | (2) | (1) | 28. | (4) | (3) | (2) | (1) | 43. | (4) | (3) | (2) | (1) |
| 14. | (4) | (3) | (2) | (1) | 29. | (4) | (3) | (2) | (1) | 44. | (4) | (3) | (2) | (1) |
| 15. | (4) | (3) | (2) | (1) | 30. | (4) | (3) | (2) | (1) | 45. | (4) | (3) | (2) | (1) |

1. When I make things for my studies, I remember what I have learned better.
2. Written assignments are easy for me to do.
3. I learn better if someone reads a book to me than if I read silently to myself.
4. I get more done when I work alone.
5. I remember what I have read better than what I've heard.
6. When I answer questions, I can say the answer better than I can write it.
7. When I do math problems in my head, I say the numbers to myself.
8. If I need help in the subject, I will ask a classmate to help.
9. I understand a math problem that is written down better than one I hear.
10. I don't mind doing written assignments.
11. I remember things I hear better than the things I read.
12. I like to work by myself.
13. I would rather read a story than listen to it read.
14. I would rather show and explain how a thing works than write how it works.
15. Saying the multiplication tables over and over helped me remember them better than writing them over and over.
16. I like to work in a group because I learn from the others in my group.
17. When the teacher says a number, I really don't understand it until I see it written down.
18. Writing a spelling word several times helps me remember it better.
19. I find it easier to remember what I have heard than what I have read.
20. I learn best when I study alone.
21. When I have a choice between listening or reading, I usually read.
22. I feel like I talk more intelligently than I write.
23. When I'm told the pages of my homework, I can remember them without writing them down.
24. I get more work done when I work with someone.
25. Written math problems are easier for me to do than oral ones.
26. I like to do things like simple repairs or crafts with my hands.

27. The things I write on paper sound better when I say them.

28. I study best when no one is around to talk to.

29. I do well in classes where most of the information has to be read.

30. If homework were oral, I would do it all.

31. When I have a written math problem to do, I say it to myself to understand it better.

32. I can learn more about a subject if I am with a small group of students.

33. Seeing a number makes more sense to me than hearing a number.

34. I like to make things with my hands.

35. I like tests that call for sentence completion or written answers.

36. I understand more from a class discussion than from reading about a subject.

37. I learn better by reading than by listening.

38. I would rather tell a story than write it.

39. It makes it easier when I say the numbers of a problem to myself as I work it out.

40. I like to study with other people.

41. Seeing the price of something written down is easier for me to understand than having someone tell me the price.

42. I understand what I have learned better when I am involved in making something for the subject.

43. The things I write on paper sound better than when I say them.

44. I do well on tests if they are about things I hear in a class discussion.

45. I can't think as well when I work with someone else as when I work alone.

Wichita Public Schools Staff Development Teacher Services, Wichita, Kansas

Write the number (1-4) for your response to each statement. Then total the numbers and multiply by 2. On the next page, shade in the area for each total.

**Visual Language**

5 - ____
13 - ____
21 - ____
29 - ____
37 - ____

Total ____ x 2 = _____

**Visual Number**

9 - ____
17 - ____
25 - ____
33 - ____
41 - ____

Total ____ x 2 = _____

**Auditory Language**

3 - ____
11 - ____
19 - ____
36 - ____
44 - ____

Total ____ x 2 = _____

**Auditory Number**

7 - ____
15 - ____
23 - ____
31 - ____
39 - ____

Total ____ x 2 = _____

**Visual Language**

1 - ____
18 - ____
26 - ____
34 - ____
42 - ____

Total ____ x 2 = _____

**Individual Learner**

4 - ____
12 - ____
20 - ____
28 - ____
45 - ____

Total ____ x 2 = _____

**Group Learner**

8 - ____
16 - ____
24 - ____
32 - ____
40 - ____

Total ____ x 2 = _____

**Expressiveness - Oral**

6 - ____
14 - ____
22 - ____
30 - ____
38 - ____

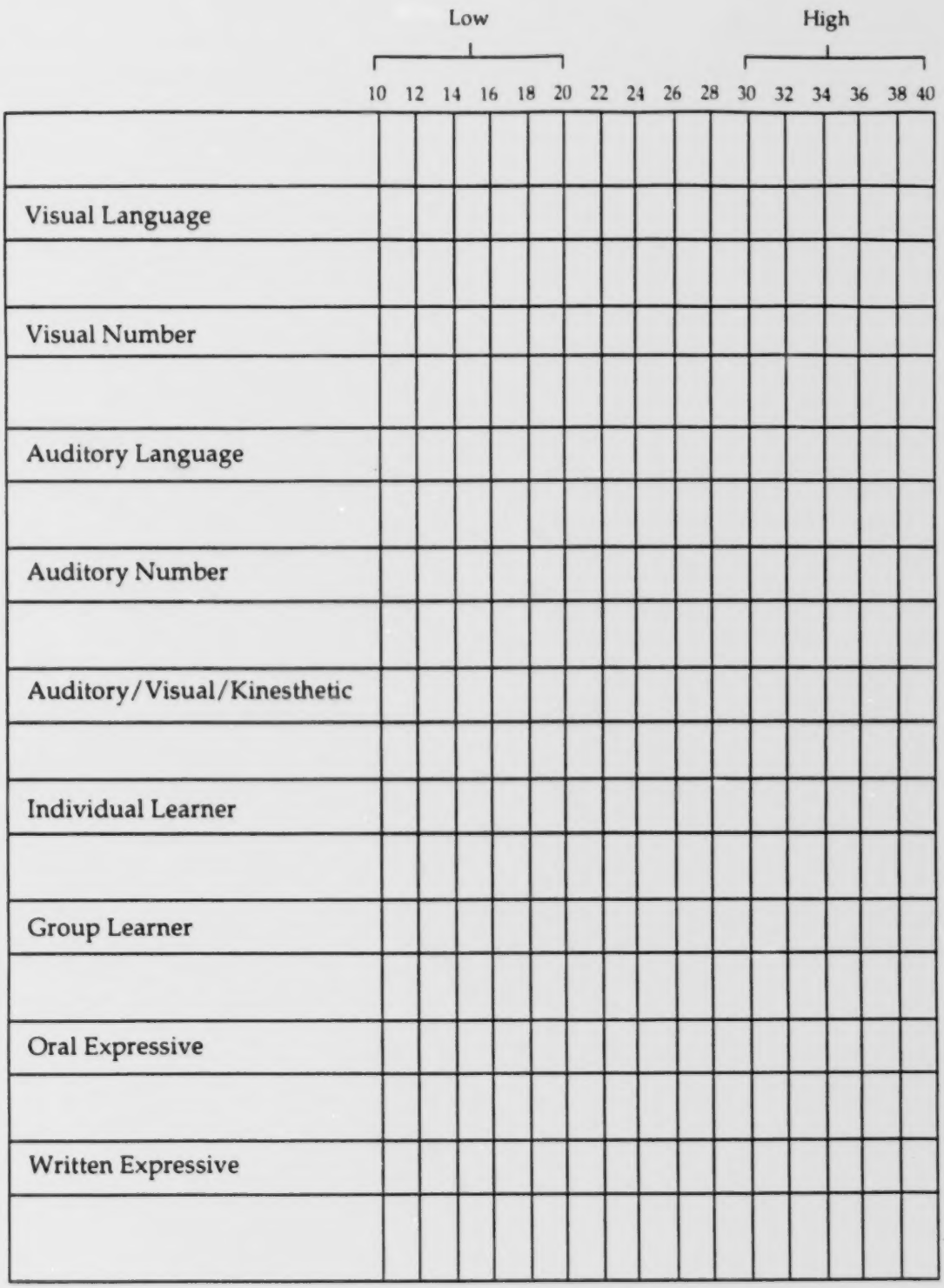
Total ____ x 2 = _____

**Expressiveness - Written**

2 - ____
10 - ____
27 - ____
35 - ____
43 - ____

Total ____ x 2 = _____

Wichita Public Schools
Staff Development Teacher Services
Wichita, Kansas




Wichita Public Schools Staff Development Teacher Services, Wichita, Kansas

The following descriptions and suggestions match the learning styles indicators on the preceding page.

| Indicators | Techniques |
|---|---|
| **Visual Language**<br>This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. The student may even write words down that are given orally, in order to learn by seeing them on paper. The student remembers and uses information better if he/she has read it. | This student will benefit from a variety of books, pamphlets and written materials on several levels of difficulty. Given some time alone with a book, the student may learn more than in class. Make sure important information has been given to the student on paper, or that he/she takes notes if you want him/her to remember specific information. |
| **Visual Number**<br>This student has to see numbers on the board, in a book, or on paper in order to work with them. The student is more likely to remember and understand math facts if he/she has seen them. This student doesn't seem to need as much oral explanation. | Worksheets, workbooks and textbooks are likely to benefit this student. Give a variety of written materials and allow the student time to study it. In playing number and math games, make sure they include visible printed numbers. Important information should be given on paper. |
| **Auditory Language**<br>This is the student who learns from hearing words spoken. You may hear the student vocalizing or see his/her lips or throat moving as he/she reads, particularly when he/she is striving to understand new material. The student will be more capable of understanding and remembering words or facts that he/she could only have learned by hearing. | This student will benefit from hearing audiotapes, rote oral practice, lecture or class discussion. The student may benefit from using a tape recorder to make tapes to listen to, by teaching another student, or by conversing with the teacher. Groups of two or more, games or interaction activities provide the sound of words being spoken that is so important to a student of this learning style. |

| Indicators | Techniques |
| --- | --- |
| **Auditory Number**<br>This student learns from hearing numbers and oral explanations. The student may remember phone and locker numbers with ease, and be successful with oral numbers, games and puzzles. The student can work problems in his/her head. You may hear the student saying numbers to himself/herself and see the student's lips move as he/she reads a problem. | This student will benefit from math audiotapes or from working with another person talking about a problem. Reading written directions aloud may help along with games or activities in which the number problems are spoken. The student will benefit from tutoring another or explaining to his/her study group or to the teacher. Make sure important facts are spoken. |
| **Auditory/Visual/Kinesthetic**<br>This student learns best by experience, involvement. The student needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a difference. The student may not seem to be able to understand or be able to keep his/her mind on work unless he/she is totally involved. The student seeks to handle, touch and work with what is being learned. | This student must be given more than just a reading or math assignment. Involve the student with at least one other student and give him/her an activity to relate to the assignment. Accompany an audiotape with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement. |
| **Individual Learner**<br>This student gets more work done alone. The student thinks best and remembers more when he/she learns alone. The student cares more for his/her own opinions than the ideas of others. | This student needs to be allowed to do important learning alone. The student can go to the library or back in a corner of the room to be alone. |

| Indicators | Techniques |
| --- | --- |
| **Group Learner**<br>This student strives to study with at least one other student and will not get as much done alone. The student values other's opinions and preferences. Group interaction increases learning and later recognition of facts. Socializing is important. | This student needs to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others. |
| **Oral Expressive**<br>This student can easily tell you what he/she knows. The student talks fluently, comfortably and seems to be able to say what he/she means. You may find the student knows more than his/her tests show, after talking to him/her about the work. The student is probably not shy about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult. Organizing and putting thoughts on paper may be a slow and tedious task for this student. | Allow this student to make oral reports instead of written ones. Evaluate the student more by what he/she says than by what he/she writes. |
| **Written Expressive**<br>This student can write fluent essays and good answers on tests to show what he/she knows. The student feels less comfortable when asked to give oral answers. The student's thoughts are better organized on paper than when they are given orally. | Allow this student to show what he/she knows in writing. Evaluate the student more by what he/she writes than by what he/she says. |

# Through Which Senses Do You Learn Best

Ask yourself the following questions. Circle the letter before the number only if your answer is YES.

T 1. My handwriting is quite good.
V 2. I enjoy silent films, pantomine or charades.
A 3. I'd rather do a music activity than an art activity.
A 4. I prefer listening to tapes than viewing an activity.
A 5. I spell better aloud than when I have to write words down.
A 6. I find it easier to remember oral presentations than when I read.
A 7. I find that I understand material better if I read it aloud.
A 8. I am often the last person to notice that something has been added to a room.
V 9. I find that I learn better if something is shown to me.
V 10. I find that I learn better if I read the material.
A 11. I find that I learn better if I hear the material.
V & A 12. I find that I learn better if I hear and see the material at the same time.
V 13. I find that I often need to ask people to repeat what has just been said.
V 14. Sometimes in an oral presentation I find myself tuned out when I am really trying to pay attention.
T 15. I use my hands a great deal when I speak.
V 16. I have had speech therapy.
T 17. Unless I am looking directly at the speaker I have trouble understanding.
T 18. I would rather demonstrate how to do something than tell it.
V & T 19. I have trouble remembering unless I write things down.
A 20. I find that a full page of small print mixes me up when I try to read it.
21. The easiest way(s) for me to learn something is to:
V a. read it
A b. hear it
V c. see it in pictures
T d. try it
T e. write it in my own words
A f. explain it to someone
T g. draw a diagram or picture of it

Total your results by using the chart below: add the number of V's, A's, and T's and then divide by the number possible. You may be a visual learner, auditory learner, tactual-kinesthetic learner or a combination based on your highest numbers.

| | | | | |
|---|---|---|---|---|
| Total V's circled | ___ / 10 | = | ___ | visual |
| Total A's circled | ___ / 11 | = | ___ | auditory |
| Total T's circled | ___ / 8 | = | ___ | tactile |

Source: Achieving Academic Success, Cherney, E., Dickinson, B., Hammond, G., & McLravy, Y.

The words you use when speaking reflect your preference for visual, auditory or kinesthetic mode. Following are some words that will provide you with a clue to your preference.

| VISUAL | AUDITORY | KINESTHETIC |
|---|---|---|
| appear | call | feel |
| observe | discuss | hurt |
| see | listen | attach |
| show | shout | balance |
| watch | tell | lift |
| look | whisper | cut |
| draw | speak | push |
| picture | sing | fall |
| image | talk | take |
| clear | clatter | touch |
| cloudy | noise | reach |
| light | loud | throw |
| dark | soft | handle |
| pattern | voice | hot |
| a color | music | cold |
| a shape | tempo | firm |
| a size | clang | hard |
| | tone | soft |
| | | sharp |
| | | smooth |
| | | tough |
| | | tender |
| | | sturdy |
| | | stiff |

*Learning is finding out what you already know.*

*Doing is demonstrating that you know it.*

*Teaching is reminding others that they know just as well as you.*

*You are all learners, doers, teachers.*

Richard Bach, *Illusions*

# Time Management

Goal Setting and
Time Management

Time Management Principles

Value Your Time

# Goal Setting and Time Management

by Sherry Langley, Tutor

One of the keys to being a successful college student is effective management of oneself through management of time. To accomplish this, you need to set goals and create a plan of action that enables you to meet these goals.

Most of us would never dream of embarking on a cross-country trip without a map to guide us–the same strategy needs to be applied in our "journey" through college.

**Goal Setting**

- Goals should be written down so that they become tangible.
- To maintain a balanced life, goals should include academic, personal, and social goals.
- Set long range goals. Then break these into short range goals that are easily managed.
- Make a contract with yourself. After a certain goal is accomplished, give yourself a reward. The reward should be something you would not ordinarily receive.

**Time Management**

To reach the goals we set, we must implement a plan of action. Scheduling our time is the best way to achieve this.

- Use a monthly planning calender. Record all exam dates, papers due, reading assignments, and other class projects. Do this for the ENTIRE semester.
- Use a time plan to schedule weekly activities. Write down all fixed commitments first. This includes class times, appointments, meetings, etc. Then add study times and leisure activities. Be honest with yourself. What can you realistically accomplish in a week? Keep in mind that study time should include approximately two hours per credit hour you are taking.
- Use a daily planner. Prioritize your list of "things to do". Do the hardest or most important tasks first. Tasks you enjoy doing usually require less energy.
- Be flexible. Allow for some adjustments in your daily schedule.
- Carry your daily planner with you at all times.
- Make large tasks more manageable by breaking them into smaller tasks. For example, divide long chapters into sections and plan to have each section read by

a certain time. Term papers can seem overwhelming, but if you work on some aspect of the project each day you feel more in control.

- Be consistent in planning study times. If you study at the same place, at the same time each day you establish a HABIT.
- Take advantage of "in-between" time. In 10 or 15 minutes you can review class notes, look over formulas, or go over homework.
- Remember that making a time schedule and using it alleviates stress. Wasting time and procrastinating creates stress.

*Goals give you the specific direction to take to make your dreams come true.*

Bob Conklin

.....

*Time is the scarcest resource and unless it is managed nothing else can be managed.*

Peter Drucker

# Time Management Principles

by Sherry Langley, Tutor

One of the most powerful skills a Tutor can share with students is time management. Learning to manage one's time really means learning to take control of one's life. This process involves self-discipline, delayed gratification, and persistence. By sharing time management tips, a Tutor empowers students to develop the self-control they will need to become successful students. This academic success can translate into life success.

According to the Sylvan Study Power program (1990), time managment involves having goals or a direction and utilizing specific steps to get there. The basic keys to this process are:

1. Becoming aware of some principles of time management;
2. Having a planning tool; and
3. Defining and writing goals clearly.

**Principles of Time Management–The Three C's**

**C**ontrol

**C**ongruity

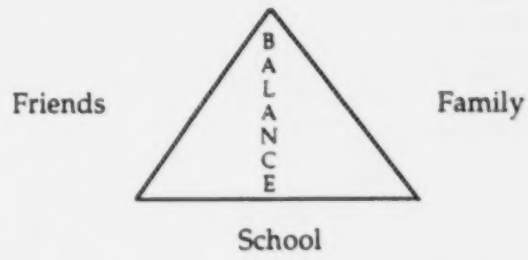
**C**oncentration of power

**Control**

The real definition of time management is "the act of controlling events". But students need to realize that in life, there are contollable and non-controllable events. Student should learn to adapt to non-controllable events to become the most productive. For example, students cannot control the time a class starts, but they can adjust their schedule to make sure they arrive in time to find a parking space and get to class on time.

**Congruity**

In time management, congruity is achieved by establishing a balance or harmony in one's life. Once the different aspects of a student's life fit and work well together, the student begins to develop high self-esteem; everything is "in sync" and the student feels in control.



Incongruity occurs when students feel out-of-balance. For example, students may feel incongruent when they are watching television and they know they should be studying for an exam; or they consistently get up late and have to rush to get to school. In this case, the incongruity can escalate by causing the students to be late for class or a test. Other examples of events that can make students feel out-of-balance:

- procrastination
- inability to say "no"
- too many obligations
- no focus
- not understanding directions
- too many interruptions while studying

Notice that all of the above examples are controllable events. How can a student learn to balance the activities in his/her life? A good method is to divide these activities into two groups–trivial and vital.

**Concentration of Power**

In order to become more productive, students need to learn to focus their time and energy on vital activities and goals. Trivial activities have a low pay-off, while vital activities have a high pay-off. For example, watching television may be fun, but it is a low pay-off activity. Riding a bicycle is fun, as well, but it is a high pay-off activity. Students should assess the time they spend on trivial and vital activities and change accordingly. To do this, students need to establish priority lists. A good tool is to further divide the vital activities into two categories:

| | |
|---|---|
| Vital | - "A" |
| Important | - "B" |

Divide the trivial activities into two categories:

| | |
|---|---|
| Some value, but not vital | - "C" |
| Waste | - "D" |

Students can prioritize by listing their activities A, B, C, or D. Students should strive to accomplish all the "A" activities first, the "B" activities second, and the "C's" if time allows.

In using the time managment principles, students need to be made aware of the importance of quality planning. As part of their time management strategies, they should devote 10-15 minutes a day to working on their schedule. To achieve their goals, students should utilize the "principle of accessibility." This means they should keep their goals constantly in mind and their time management tools constantly at hand. These tools should include a monthly calendar for recording appointments and deadlines, a daily planner, and an action list of vital activities and deadlines.

Encourage your students to use these tools. Operation Success has large monthly planning sheets and daily priority sheets in the office that you can give to your

students. Facilitate the use of these tools by using one of your sessions as a "mini" time management workshop. Show your students how to use the planners: you could even show them your planner to give them an example. Make time management an on-going process througnout the semester. Whenever a student shows signs of being overwhelmed by schedules and scheduling conflicts, guide them back to the principles of time management. These could be some of the most beneficial tips you give your students.

Adapted from: Sylvan study power: A time management approach to learning. (1990). The Charles R. Hobbs Corporation.

## *Time*

*Take time to work-*
*It is the price of success.*

*Take time to think-*
*It is the source of power.*

*Take time to read-*
*It is the fountain of wisdom.*

*Take time to play-*
*It is the secret of perpetual youth.*

*Take time to be friendly-*
*It is the road to happiness.*

*Take time to love and be loved-*
*It is nourishment for the soul.*

*Take time to share-*
*It is too short a life to be selfish.*

*Take time to laugh-*
*It is the music of the heart.*

*Take time to dream-*
*It is hitching your wagon to a star.*

*-Anonymous*

# Value Your Time

Based on the experience of managers in 15 countries, a researcher ranks time wasters this way:

- Visitors dropping in without appointments
- Crisis situations for which no plans were possible
- Cluttered desk and personal disorganization
- Attempting too much at once and underestimating the time it takes to do it
- Inadequate, inaccurate, or delayed information from others
- Lack of or unclear communication and instruction
- Lack of standards and progress reports that enable a company manager to keep track of developments
- Telephone interruptions
- Fatigue
- Meetings, both scheduled and unscheduled
- Lack of objectives, priorities, and deadlines
- Failure to set up clear lines of responsibility and authority
- Involvement in routine and detail that should be delegated to others
- Indecision and procrastination
- Inability to say "No"

**Decide to Change**

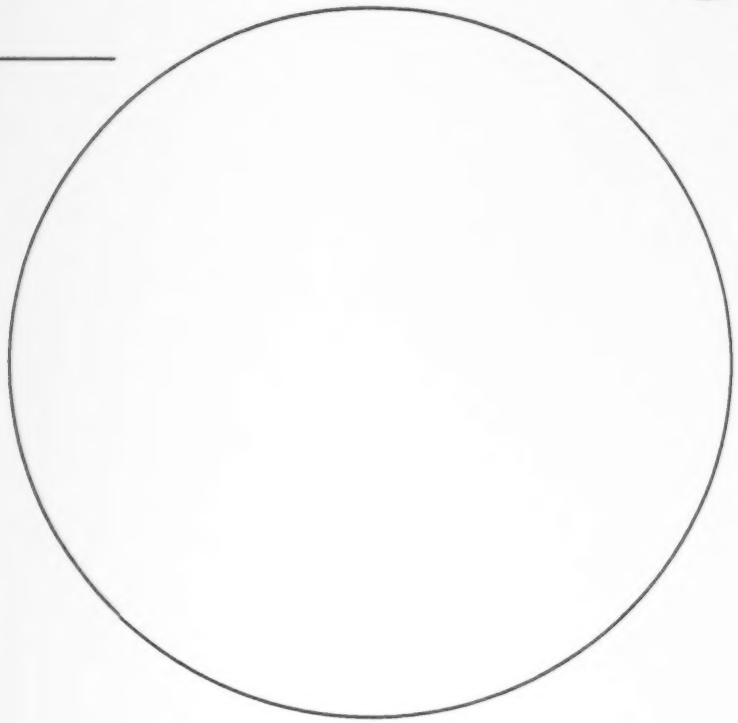
You can generate challenge and excitement in students by having them work on their own action plans (pages 73-74).

First, have your students fill out a week's schedule with all the activities they now enjoy doing, as well as activities they have to do for survival. Identify the amount of time devoted to various activities. Next, have students identify the activities they value spending time doing or wish they could spend more time doing. In order to do all these activities, students must make a positive decision to control their own destiny. Have them list behaviors they plan to change.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 6:00-7:00 | | | | | | | |
| 7:00-8:00 | | | | | | | |
| 8:00-9:00 | | | | | | | |
| 9:00-10:00 | | | | | | | |
| 10:00-11:00 | | | | | | | |
| 11:00-12:00 | | | | | | | |
| 12:00-1:00 | | | | | | | |
| 1:00-2:00 | | | | | | | |
| 2:00-3:00 | | | | | | | |
| 3:00-4:00 | | | | | | | |
| 4:00-5:00 | | | | | | | |
| 5:00-6:00 | | | | | | | |
| 6:00-7:00 | | | | | | | |
| 7:00-8:00 | | | | | | | |
| 8:00-9:00 | | | | | | | |
| 9:00-10:00 | | | | | | | |
| 10:00-11:00 | | | | | | | |

Using the circle, identify the proportion of time you devote to various activities.

a. School
b. Work
c. Family
d. Exercise/play
e. Religious activities
f. Friends
g. Sleep
h. _____



Complete the sentences:

I value the time I spend on/with:

a. _____ b. _____
c. _____ d. _____

I wish I could spend more time on/with:

a. _____ b. _____
c. _____ d. _____

I will make the following changes to allot more time to those people and activities I enjoy:

1. _____
2. _____
3. _____

# Communication Skills

What is Communication?

Silent Language

A Framework for Analyzing Cultural Differences

Cultural Continuum

Improving Communication Skills

# What is Communication?

by Dr. Deema de Silva, Director, Operation Success

Communication comes from the Latin "communis" meaning "common". When we attempt to communicate with another person, we seek to establish "commonness" with another sharing information, knowledge, ideas or attitudes. Communication is a two-way process and can take place only if the sender's message falls within the receiver's realm of knowledge. If the receiver is unable to decode the message of the sender, communication has not occurred.

**The Sender and the Message**

In the simplified communication model below, the process begins with the sender. She decides what information she want to communicate to the receiver. She composes the message in her mind and organizes it so that the receiver will easily understand the message with the least amount of distortion.

**Transmitting the Message-Encoding**

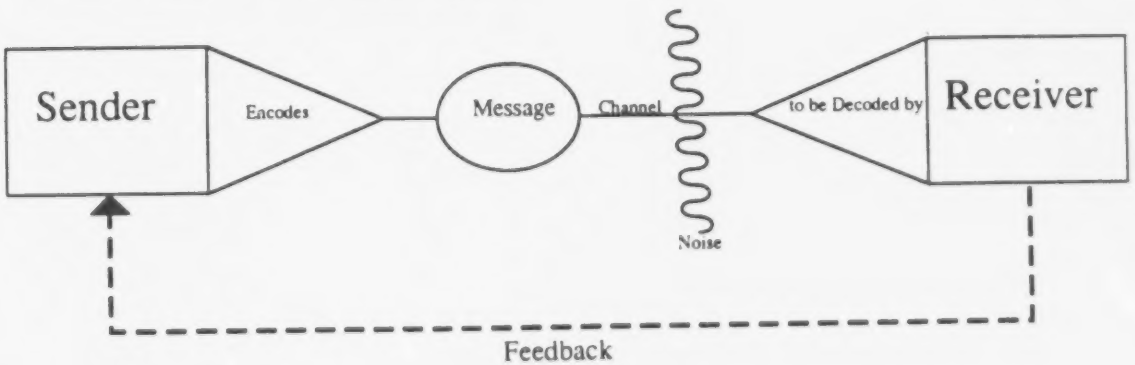
Next, the sender selects the method for transmitting the message using words and/or body language. The sender encodes the message and channels it to the receiver.

**Receiving the Message-Decoding**

The receiver awaits the message attempting to "read" the body language of the sender: facial and hand gestures and tone of voice. He listens to the composition of words and the manner in which they are being conveyed. He may encounter some "noise" in trying to understand the message. This "noise" is not like ordinary noise– however, it is similar to it in that it interferes with his understanding the message being conveyed. He may have no common experience to relate to the concepts being used in the message that is being transmitted or the jargon being used by the sender may be like a different language.

**Feedback**

An important component of the communication process is feedback. Without feedback, the process is incomplete. Feedback is the part of the communication process that allows the sender to ascertain whether the message was accurately received. In short, feedback is response.



# Silent Language

There are factors outside of words that affect communication. These factors Edward T. Hall terms the "silent language".

**Time**

The time factor used by people from different cultures is as different as the languages they use. Idioms used by a culture may provide insights into the thinking patterns of the culture. American English idioms such as "Get the ball rolling" mean that enough time has passed and it is time to get to work on a project. The idiom "The early bird catches the worm" is to say that one gets the advantages of being the first to act and be ahead of the others. "A stitch in time saves nine" denotes that a timely repair will prevent costly, time consuming effort. The orientation toward time is also communicated through phrases such as "beat a deadline", "get to the point quickly", and "don't keep me waiting".

In other cultures that do not consider time as a linear component, individuals do not think that time can be saved, spent and negotiated. The sense of time may be more flexible, whereby issues are dealt with when they come up. In another instance, a delay in responding to a question may not mean disinterest or not knowing; rather, it may mean that it is important to consider and cannot be answered immediately. Also, in some cultures, it may be fashionable to be late rather than punctual.

**Space**

Personal space is the space that one is comfortable in placing between oneself and others. For many persons this is a combination of cultural determinants and personal preference. We become aware of our preferential boundary only when we sense that someone is attempting to invade our space. At a meeting you choose where you will sit, at what point you will move, what posture you will take, and how close to someone you will sit.

The manner in which furniture is arranged can also either facilitate communication or hinder it. Some offices and rooms are arranged such that conversations are facilitated by comfortable seating.

*The most important thing in communication is to hear what isn't being said.*

Peter Drucker

# A Framework for Analyzing Cultural Differences

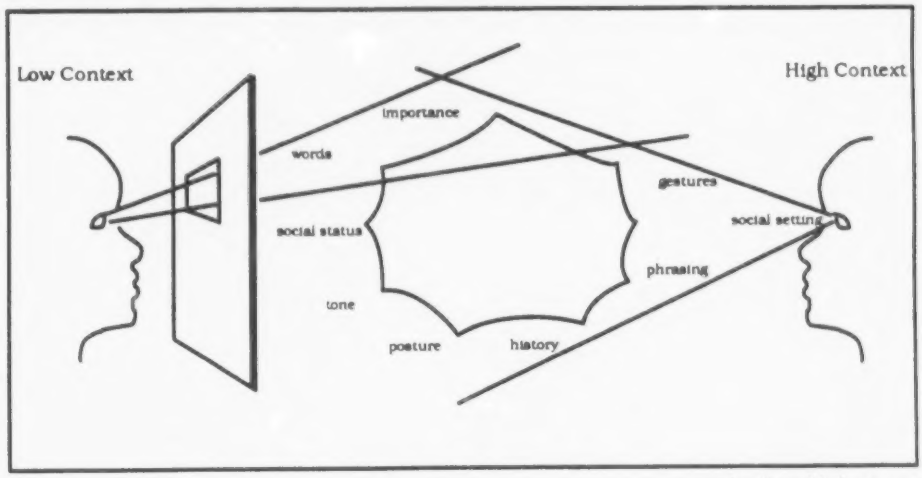
One framework for understanding cultural differences at the informal level was developed by Edward T. Hall and involves placing cultures on a continuum from high to low context.

| High | Medium | Medium Low | Low |
|---|---|---|---|
| Latin American | Greek | North American | German Swiss |
| Asian | French | | German |
| African | Italian | | Scandinavian |
| American Indian | Spanish | | |
| African American | | | |
| Hispanic | | | |
| | | | |
| Women | | | Men |
| Rural | | | Urban |

Claire Halverson, Ph.D.*

The continuum from High Context Cultures to Low Context Cultures brings out the **relativity of cultures;** an attempt to illustrate the real, natural, complex, normal, healthy and good in all cultures. There is no right or wrong in the comparisons of cultures; the model is a tool to be used to deal with the cultural variations. The continuum is a tool to be used in understanding persons of other cultures in an attempt to reduce the problems we face due to our cultural differences. Cultural differences are acknowledged, rather than ignored.

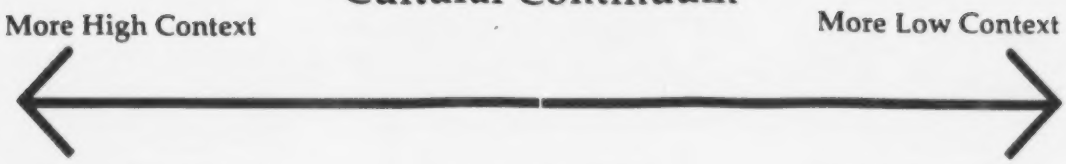
In **High Context Cultures,** much attention is paid to the surrounding circumstances or context of an event so that many factors are brought into focus to interpret the words. In **Low Context Cultures,** many of these factors are screened out.




Author Unknown*

Halverson, C. "Managing Differences on Multicultural Teams", Cultural Diversity at Work, May 1992.

# Cultural Continuum




| Culture A | Culture B | Culture C |
|---|---|---|
| Yellow races, people of Asia | Brown, Black, Red, Mixed, indigenous people of the world | White, European people of the West |

## Values

| | | |
|---|---|---|
| Security-money-success<br>Obligation-duty-honor<br>Education | Share with others<br>Compassion/caring<br>Spirit-nature-harmony | Freedom-fun<br>Instant action<br>Feel good! Be happy! |

## Communication and Problem Solving Styles

| | | |
|---|---|---|
| More inward/indirect<br>More group/other oriented | More indirect/outward<br>More group/other oriented | More outward/direct<br>More self/individual directed |

## Hierarchy of Relationships

Vertical
Unequal
status

Horizontal relationships
Equal status

## Time Orientations

| | | |
|---|---|---|
| Long-term view<br>Patient<br>Golden past | Flexible<br>Intuitive<br>Respond to immediate signals | Mechanical<br>Strict-by the clock<br>Now and future |

Adapted from Cross Cultural Swinging by Liang Ho, 1990, 1993*

*Available from author. Call or write: 5529 1/2 N. Kenmore #2A, Chicago, IL 60640; (312) 728-8642.

**More High Context Cultures (Culture A)**

In the continuum on the preceding page, Culture A is termed "More High Context" because more attention is paid to inward, indirect communication. Many factors are preprogrammed in the mind: gestures, social setting, historical perspective, tone and posture, and social status.

Key Internalized Values: more self-reflective, group oriented and sensitive to group harmony and group approval, more deferring to others, respect for hierarchy of status and authority, family honor and obligations are important, departed ancestors continue to receive respect.

Stereotyped Negatives: too polite, controlled, sneaky, passive, agreeable, slow to respond, proud, stoic, evasive, cold, groupy, unemotional, materialistic, success-driven, indifferent to outsiders.

**More Medium Context Cultures (Culture B)**

In the continuum of High to Low, these cultures are indirect and outward in their communication. These people display an intuitive and flexible problem solving style.

Key Internalized Values: more group oriented and sensitive to group harmony and approval; greater reverence to humanity's connection with land-nature-spirit, holding these values as sacred and inviolate; seeking harmony and balance with natural environment; taking and using only what is needed; respect for hierarchy, status and authority.

Stereotyped Negatives: uncivilized, not technology-oriented enough, too simple minded, childlike in trust, easily hurt, more emotional and sensitive, not materialistic, not oriented towards progress, lack of drive and motivation for "more and better" things; more primitive, "under-developed or developing" when compared to Type A and C cultures.

**More Low Context Cultures (Culture C)**

People from "More Low Context" cultures are direct and outward in their communication patterns and problem-solving style and do things in sequence, one thing at a time.

Key Internalized Values: more oriented toward the individual, owning private property; make progress quickly and in a planned manner; technology oriented; display and reward initiative; frontier spirit; possesses a strong drive towards accumulating knowledge, material products, capital wealth; need to control the environment to suit individual needs; reliance on written rules and regulations for social interaction, cohesion and control.

Stereotyped Negatives: too individualistic and selfish; materialistic; work-driven to produce more consumer goods and spread technology; lacking in flexibility to deal with human situations; outer control and results oriented; values "things" and "efficiency" over "people"; too abstract, linear, and one dimensional thinking when planning and dealing with problems.

Adapted from Cross Cultural Swinging by Liang Ho, 1990, 1993*

*Available from author. Call or write: 5529 1/2 N. Kenmore #2A, Chicago, IL 60640; ( 312) 728-8642.

# Improving Communication Skills

by Sherry Langley, Tutor

In tutoring and peer counseling, we have to be able to communicate effectively. This is a skill that can be learned and developed. One of the key components to becoming a good communicator is Active Listening. Here are some tips to use as you practice active listening.

**Look at the person who is speaking (if appropriate)**

By maintaining eye-contact you show the speaker that you are interested in what he/she has to say. However, be aware of cultural differences that may make eye contact inappropriate.

**Be aware of your facial expressions and body language**

You may think you are listening, but you could be giving the speaker "silent" signals that indicate otherwise. Respond appropriately with a nod or a smile. Sit up straight or lean towards the speaker. Avoid distracting behavior such as fidgeting, tapping your pen, or doodling on paper.

**Use encouragers to promote talking**

This includes words and phrases such as:

*"Tell me more."*
*"Um-hmm."*
*"and?"*
*"Then what happened?"*

**Ask questions to clarify what the speaker is saying**

Repeat one or two key words or phrases to let the speaker know what you are hearing.

**Acknowledge what the speaker is feeling**

Appropriate responses include statements such as:

*"It sounds like you are feeling . . ."*
*"You feel . . ."*

**Let the speaker finish what he/she is saying**

Don't interrupt, jump to conclusions, or change the subject.

**Maintain poise and composure**

Everyone is entitled to his/her opinion. Try to be non-judgmental.

# Stress Management

Coping With Stress

Stress Symptoms

Prevention

Progressive Relaxation

Tips for Managing Stress

# Coping With Stress

In today's world, we are faced with stressors in almost every aspect of our lives. Going to college ranks high in creating stress. Add to that, job responsibilities, family obligations and day-to-day living, and the list of stressors can become overwhelming.

Some stress is good for us–it keeps us motivated. However, when stress begins to adversely affect us, we need to take a look at ourselves and our lifestyles to see what we can do to improve on the ways we prevent and manage stress.

The following pages include material on stress symptoms and ways to prevent stress from Dr. Greg Buell of the Counseling and Testing Center at Wichita State University. This is followed by a description of progressive relaxation and additional tips for managing stress.

It is important to realize that when stress builds and it is not vented, it will find other ways to escape. Before this happens, it is necessary to develop techniques to help manage stress.

*Managing stress is tuning it down when it's too much, and increasing it when it's too little.*

*Dr. Donald Tubesing*

# Stress Symptoms

Here is a list of common symptoms of stress:

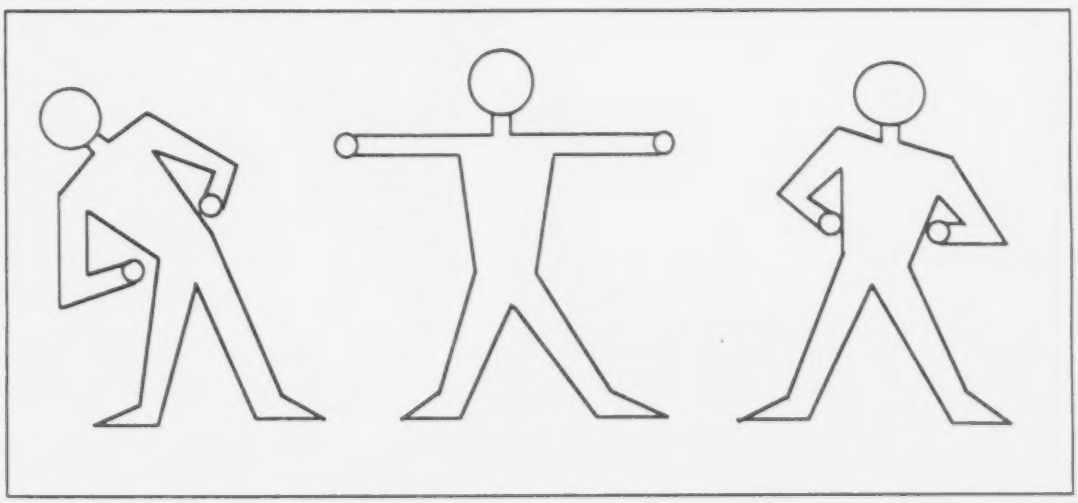
- General instability, over excitation, depression
- Heart pounding
- Dryness in mouth/throat
- Impulsive behavior, instability
- Urge to cry, run, or hide
- Concentration difficulties
- Easily fatigued
- Emotional tension, over alert, keyed-up (startle response)
- Trembling, nervous tics
- Bruxism, grinding of teeth
- Nervous, laughter
- Sleep disturbance, nightmares
- Eating disturbance
- Hyperactivity (wired); inability to relax
- Sweating
- Frequent need to urinate
- Migraines
- Diarrhea, indigestion, vomiting
- Premenstrual tension or missed cycles
- Pain in neck, lower back
- Increased smoking, substance use

**Remember:** The best treatment for any of these is a "relaxation" response.

# Prevention

The following are some ways to prevent stress:

- Have breakfast at home or on way to work
- Avoid coffee, soft drinks; have water/fruit juice; avoid smoke–use of other substances
- Set priorities
- Establish a spiritual activity or home base for yourself
- Write things down, don't overdo memory
- Do only one thing at a time
- Reduce noise level in office
- Restrict interruptions when busy
- Speak up about petty annoyances before they escalate (Deal with relations)
- Take breaks; relaxation and/or exercise



# Progressive Relaxation

Progressive relaxation was developed by Edmund Jacobson in the early part of the twentieth century. The method involves tensing and relaxing the major muscle groups. By first tensing the muscles, the person can identify the sensation associated with tension and then get a "running start" toward relaxation through a release of the tension. While Jacobson's method required a long period of time to learn, others have developed shortened methods. The following is an example of a method of tensing for the sixteen muscle groups. After each tensing, the muscle is relaxed.

| Muscle Group | Method of Tensing |
|---|---|
| 1. Dominant hand and forearm | Make a tight fist while allowing upper arm to remain relaxed |
| 2. Dominant upper arm | Press elbow downward against chair without involving lower arm |
| 3. Nondominant hand and forearm | Same as dominant |
| 4. Nondominant upper arm | Same as dominant |
| 5. Forehead | Raise eyebrows as high as possible |
| 6. Upper cheeks and nose | Squint eyes and wrinkle nose |
| 7. Lower face | Clench teeth and pull back corners of mouth |
| 8. Neck | Counterpose muscles by trying to raise and lower chin simultaneously |
| 9. Chest, shoulders, and upper back | Take a deep breath; hold it and pull shoulder blades together |
| 10. Abdomen | Counterpose muscles by trying to push stomach out and pull it simultaneously |
| 11. Dominant upper leg | Counterpose large muscle on top of leg against two smaller ones underneath (specific strategy will vary considerable) |
| 12. Dominant calf | Point toes toward head |
| 13. Dominant foot | Point toes downward, turn foot in, and curl toes gently |

| Muscle Group | Method of Tensing |
|---|---|
| 14. Nondominant upper leg | Same as dominant |
| 15. Nondominant calf | Same as dominant |
| 16. Nondominant foot | Same as dominant |

Progressive relaxation is a skill that must be learned and practiced like other skills. It may require the assistance of others to initially learn.

Bernstein, D. A., Carlson, C. R. (1993). Progressive relaxation: Abbreviated methods. In P. M. Lehrer & R. L. Woolfolk (Eds.), Principles and practice of stress management (2nd ed.) (pp. 53-87). New York: The Guilford Press.

*Unless we come apart and rest a while, we may just plain come apart.*

*Vance Havner*

# Tips for Managing Stress

by Sherry Langley

- Plan for social and physical activity. You cannot study all the time. By planning activities you enjoy, you re-energize yourself and are better able to concentrate when you do study.

- Keep a daily planner. This tool alleviates stress by tangibly showing you what you need to accomplish.

- Don't procrastinate! By using the daily planner and by disciplining yourself to accomplish the planned tasks, you'll avoid stress build-up that comes from putting jobs off.

- Learn to say "NO". You can't possibly be "everything" to everybody. Be honest with yourself and know your limitations.

- Accept circumstances that are beyond your control. Why worry about all the "little stuff" when you can conserve that energy to cope with situations in which you have more control.

- Try to maintain a positive outlook. Negative perception habits drain your energy.

- Eat well-balanced meals and get enough sleep. You'll hear students say, "I don't have time to eat right" or "I stayed up till 3:00 a.m. studying for this exam". On occasion, you have no alternatives, but ultimately these are poor habits to develop and only add up to more stress.

- Learn to solve problems. If you've been relying on skills that don't help you cope, explore other options.

- Build a support network. By talking to family, friends, and even other students we release a lot of frustration and anxiety. Sometimes, just knowing we're not alone in a situation makes us feel better.

# Forms

Description of Forms

Tutor-Student Assignment

Tutor-Student Initial Contact Report

Tutor-Student Contract

Tutor-Student Weekly Contact Sheet

Tutor-Student Missed Appointment Slip

Tutor-Student Change of Tutoring Status

Tracking of Student Progress
in Tutored Course

Tutor Quality Feedback

# Description of Forms

The following forms are used in the tutoring process:

**Tutor-Student Assignment** - Form providing information on the student that is completed by the Program Counselor and used in matching the student with a Tutor.

**Tutor-Student Initial Contact Report** - Form attached to the Tutor-Student Assignment and given to the Tutor which documents the Tutor's attempted contacts with the student, outcome of those contacts, and information on the intital meeting.

**Tutor-Student Contract** - Contract signed by Tutor and student outlining the responsibilities of the Tutor and the student in regards to tutoring and days and times for tutoring.

**Tutor-Student Weekly Contact Sheet** - Form completed by the Tutor and signed by the student documenting tutorial sessions completed, concepts covered, and grades received by the student.

**Tutor-Student Missed Appointment Slip** - Form completed by the Tutor documenting missed sessions by either the student or the Tutor, reasons for missed sessions, and scheduled make-up dates.

**Tutor-Student Change of Tutoring Status** - Form completed by the Tutor and approved by the Program Counselor documenting changes in tutoring from original contract such as changes in days/times, transfer to another Tutor, withdrawal from tutoring, or suspension from tutoring.

**Tracking of Student's Progress in Tutored Course** - Tracking form kept by the Tutor to document the student's progress in the course and in tutoring.

**Tutor Quality Feedback** - Form completed by the student providing feedback on the Tutor.

# Tutor-Student Assignment

Student name: _____ Date of assignment: _____

Course: _____ Counselor: _____

Home phone: _____ Work phone: _____

Best time to call: _____

Best days/times to tutor: _____

Comments: _____

_____

Learning style(s): _____

Requested study skill assistance:

_____ Listening/Note Taking
_____ Memorization
_____ Preparing for Exams
_____ Other _____
_____ Tips for Math Success
_____ Textbook Comprehension
_____ Time Management

## Tutor-Student Initial Contact Report

Tutor Name: _____

Student Name: _____

Date of Assignment: _____

Attempted Contact

| | Date | Time | Outcome |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

**Initial Session Information**

| Date | Day | Time | Place |
|---|---|---|---|
| | | | |

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Return to office within 48 hours.

# TUTOR-STUDENT CONTRACT

Tutor _____ Student _____
Tutored Course(s) _____ Semester _____

I. Responsibilities of the Tutor:
   A. The Tutor shall be attentive and knowledgeable concerning the content and progress of the Student in the tutored course.
   B. The Tutor agrees to post messages to the Student on the "Student Message Board."

II. Responsibilities of the Student:
   A. The Student agrees to provide his or her Tutor with a copy of the course syllabus or a schedule of exams, assigments, etc. that are required in the tutored course in order to assist the Tutor to prepare for tutoring sessions.
   B. The Student shall study, complete homework, and identify the problem areas needing clarification before coming to tutoring sessions.

III. Responsibilities of Tutor and Student:
   A. The Tutor and Student agree to meet at least once a week.
   B. The Tutor and Student agree to meet at the following times:
   Day:_____ Day:_____ Day:_____
   Time:_____ Time:_____ Time:_____
   C. As a courtesy, the Tutor and Student shall contact each other at least _____ hours in advance if either is unable to attend a session. A call can be made to the place of residence or work or a message can be left in the Program office. Arrangements to make up the missed session during the week should be made at the time of the call.
   D. The Tutor and Student agree to be prepared and be on time for all sessions.
   E. The Tutor and Student shall wait 15 minutes before counting the session as being an unexcused absence for the late party.
   F. The Tutor and Student agree not to miss tutoring sessions. Missed appointments made up within the same week will not be counted as missed sessions.
      1. Upon the 3rd missed session, tutoring will be suspended.
      2. (i) To reinstate tutoring, the Tutor and/or Student are required to submit a written statement to the Counselor explaining the circumstances and providing reasons to resume tutoring.
         (ii) Thereafter, a meeting between the Student, Tutor and Counselor is held to determine whether to resume tutoring.
      3. The Tutor and Student agree to limit any absences from tutoring and will provide advance notice to the other if an absence is unavoidable. Every effort will be then made to make up the session.
   G. The Tutor and Student understand that signing for more hours than those actually tutored is forgery and will result in the dismissal of both from the Program.
   H. The Tutor and Student are aware that tutoring takes place on campus.
   I. The Tutor and Student agree that a violation of any part of this contract could result in the termination of tutorial assistance.

_____ _____ _____
Tutor-Advisor Date Student

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## TUTOR-STUDENT WEEKLY CONTACT SHEET

Tutor _____ Week # _____ Student _____

| Session Number | Date | Time | Hrs. | Concept Covered | Grades received from tests/quizzes/ homework/papers | Student Signature |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

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### Tutor-Student Missed Appointment Slip

Date: _____ Wk #: _____

Time: _____

Student Name: _____

Tutor Name: _____

Student Miss ☐ Tutor Miss ☐
Appropriate notification given? Yes No
Reason for Missed Appointment:

Session to be made up? Yes No
Date: _____ Time: _____

One copy is given to the student, and one copy is turned in to the office.

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## TUTOR-STUDENT CHANGE OF TUTORING STATUS

Student Name:_____ Grant Year:_____

This change is for (check all that apply):

- ☐ Change of hours tutored per week
- ☐ Transfer to new tutor
- ☐ Student withdrawal from tutoring
- ☐ Tutoring suspended
- ☐ Other (Specify)_____
- ☐ Day(s)/times(s)
- ☐ Change of class
- ☐ Student withdrawal from class

All changes must be approved by the Program Counselor (please print).

| Current Information | New Information |
|---|---|
| Tutor: _____ | Tutor: _____ |
| Class: _____ | Class: _____ |
| Days/times: _____ | Days/times: _____ |
| No. of hrs. per week: _____ | No. of hrs. per week: _____ |

Other(explain): _____
_____

This change is: ☐ Semester-long; ☐ Temporary (specify time period)

If Temporary: From _____ To _____

This change is effective: Date:_____ Sem.Wk:_____
Reason for change: _____
_____

Signatures: Tutor:_____ Date:_____
☐ Approved
Program Counselor: _____ Date:_____
☐ Denied
Comments: _____
_____

# Tracking of Student's Progress in Tutored Course

Student Name: _____ Student Counselor: _____
Tutor Name: _____ Course: _____
Date of Contract: _____ Week Number Contract Signed: _____
Meeting Days and Times: _____
Student's Learning Style(s): _____

Expected Overall Grade after Weeks 01-04: _____ Actual Grade: _____
Expected Overall Grade after Weeks 05-08: _____ Actual Grade: _____
Expected Overall Grade after Weeks 09-12: _____ Actual Grade: _____
Expected Overall Grade after Weeks 13-16: _____ Actual Grade: _____

| Semester Week | Date | Material Covered | Notes on Student* | Next Assignment | Grades Received and Type | Counselor's Initials |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| | | | | | | |
| 2 | | | | | | |
| | | | | | | |
| 3 | | | | | | |
| | | | | | | |
| 4 | | | | | | |
| | | | | | | |
| 5 | | | | | | |
| | | | | | | |
| 6 | | | | | | |
| | | | | | | |
| 7 | | | | | | |
| | | | | | | |
| 8 | | | | | | |
| | | | | | | |

*Tutor comments on student's preparedness, attentiveness, improvement and other qualities

| Semester Week | Date | Material Covered | Notes on Student* | Next Assignment | Grades Received and Type | Counselor's Initials |
|---|---|---|---|---|---|---|
| 9 | | | | | | |
| | | | | | | |
| 10 | | | | | | |
| | | | | | | |
| 11 | | | | | | |
| | | | | | | |
| 12 | | | | | | |
| | | | | | | |
| 13 | | | | | | |
| | | | | | | |
| 14 | | | | | | |
| | | | | | | |
| 15 | | | | | | |
| | | | | | | |
| 16 | | | | | | |
| | | | | | | |

*Tutor comments on student's preparedness, attentiveness, improvement and other qualities

**Missed Appointments**:

| Date | Made-up(yes or no) | If yes, date of make-up |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Additional Notes

## You are a valued student

What you have to say is important to us. Please take a moment to let us know how we are doing by filling out this form or calling Deema at 689-3715. Tell us what your tutor is doing right and what he/she could do better.

Date: _____ Tutor: _____

_____
Signature (optional)

# Tutor Quality Feedback

# Operational and Unifying Principles

- Promote academic achievement
- Respect people of all cultures
- Empower one another
- Foster growth in self-esteem
- Encourage open communication
- Reserve the right to be human
- Exercise team leadership
- Achieve goals through quality management
- Promote personal and professional development